



TEACHER CREATIVITY IN DESIGNING FIQH LEARNING MEDIA AT MTs AL-WASHLIYAH TANJUNG HALOBAN LABUHANBATU

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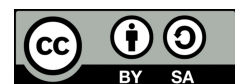
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ABSTRACT

This research is motivated by the low creativity of teachers in the 21st century. This is seen from the issues and realities that exist in the field. From the quality of the learning process carried out, students are sometimes filled with boredom to learn, due to the lack of strategies, methods, and learning media used by teachers. From this problem, the author is interested in conducting research on teacher creativity in the learning process. This study aims to determine teacher creativity in the Jurisprudence learning process at MTs Al-Washliyah Tanjung Haloban and the supporting and inhibiting factors for teacher creativity in the Jurisprudence learning process. This research uses qualitative research methods with a phenomenological approach. Data collection through observation, interviews, and documentation. Data analysis techniques used in this research are data reduction, data presentation, and conclusion drawing. The results of this study indicate that teacher creativity in the Fikih learning process is quite good, because Fikih teachers are able to: design, design and prepare teaching materials/lesson materials, manage classes, utilize and manage time well, use several learning methods, use learning media, and carry out learning evaluations appropriately. Teacher creativity in the Fikih learning process is influenced by several supporting factors, namely (1) Continuous Guidance and Training (2) The teacher's ability to optimize the facilities and infrastructure in the school properly; (3) Maximum Support from the School (4) Conducive environmental conditions, meaning that the school environment is safe away from the noise of the city, and has a comfortable classroom.

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1. INTRODUCTION

Creativity in the era of globalization, often referred to as the 21st century, is now highly needed in various parts of the world. One of them is in the field of education. In this era, education is required to be creative from various educational factors, whether it be the education system, teachers, or students. This aims to ensure that education in a country remains advanced, not lagging behind other countries, and also not outdated. Teachers, as the main pillar, no longer just serve as conveyors of material, but rather as facilitators and catalysts for new ideas. They must be able to create an inspiring learning environment where students feel comfortable to explore, ask questions, and discover original solutions. Meanwhile, students are required to be proactive individuals with the ability to solve complex problems, equipped with critical thinking, collaboration, and effective communication skills, so they are ready to face global challenges and capable of creating new opportunities.

Therefore, the creativity of teachers is essential to transform the old, rigid concept of education into a more dynamic and adaptive one to changes. As parties directly involved in the learning process, teachers are required to master various fields of knowledge and skills, including the ability to design, manage, and evaluate learning media. Teachers need to integrate technology into learning media to solve various educational problems, making the teaching and learning process more optimal. The rapid development of technology also demands that teachers adjust learning materials to keep pace with the times, so that learning outcomes become more flexible and aligned with the intellectual capabilities of the students. (Ridla, 2008, 31)

Entering the 21st century, the paradigm of learning is shifting towards student-centered approaches, and learners need to be equipped with Higher Order Thinking Skills (HOTS). (Sudarisman, 2015: 30) This is related to the emergence of "Creativity" as an important issue in responding to the challenges of the global era or the 21st century. The government, for example, in 2009, after the global economic crisis of 2008, issued Presidential Instruction No. 6 on "Development of the Creative Economy" as a legal basis for undertaking the necessary efforts to develop the nation's creative potential in facing the challenges of life in this global era. Then, the Ministry of Education made several skills necessary in the 21st century, such as critical thinking and creative problem-solving skills, targets to be achieved in Indonesia's education program. (Fachruddin, 2019: 58)

The role of teachers in this era is no longer just as a transfer of knowledge or the entire learning process centered and focused on the teacher (Teacher Centered), but rather as mediators and active facilitators to develop the active potential within students. The knowledge, skills, and experience of teachers are integrated to create meaningful and professional learning conditions that are more varied and significant. (Sulistiani & Nursiwi Nugraheni, 2023: 1262)

In this 21st-century education era, teachers should no longer be the primary source in learning. Teachers also no longer use outdated teaching methods or strategies. In this era, teachers are required to have a high level of creativity in teaching, in order to produce creative young generations. Here, the creativity of teachers is needed in the learning process, especially in the teaching of Fiqh, which should not only be taught in the classroom but also how teachers can motivate their students and facilitate Fiqh learning outside the classroom through practices in accordance with the taught material and religious activities, such as fardhu kifayah training, adzan training, or religious competitions. One form of teacher creativity is in creating engaging learning media, which can enhance student motivation, involvement, and learning outcomes. Along with the development of science and technology, the demand for the utilization of technology in learning is increasing. Teachers are not only required to use the available learning tools but also to be able to develop their own simple, effective, and efficient learning media. The teacher's ability to develop this media becomes an important indicator to achieve the expected educational goals. (Putri Khairunnisa, Usmaidar, 2024: 604).

In Law Number 20 of 2003 concerning the National Education System, it is stated that education aims to actively develop the potential of students, so that they possess religious spiritual strength, personality, intelligence, noble character, and skills necessary for themselves, society, nation, and state. (Nurkholis, 2013: 25). Therefore, teacher creativity is crucial for the success of learning, especially in improving students' learning outcomes in this modern era. Through this research, it is hoped that new findings will emerge regarding the model of teacher creativity in designing Fiqh learning media based on practice and religious activities in madrasahs, which have so far been rarely studied in depth. (Syai khudin, 2013: 316).

Based on the initial observation (Grand Tour Observation) conducted by the author at MTsS Al-Washliyah Tanjung Haloban, Bilah Hilir District, Labuhanbatu Regency, it was found that some teachers, especially those teaching Fiqh, face several problems in enhancing their creativity, particularly in the implementation of the learning process, where they often only use 2 or 3 teaching methods and do not attempt to use other teaching methods. In addition, the teachers are not very varied in their selection of teaching media used.

Based on the explanation above, the problem is formulated as follows: What is the form of teacher creativity in designing Fiqh learning media at MTsS Al-Washliyah Tanjung Haloban? What are the factors that influence teachers' creativity in designing Fiqh learning media at MTsS Al-Washliyah Tanjung Haloban? The importance of addressing this problem formulation is to understand how teachers' creativity in designing fiqh learning media and what factors influence teachers' creativity in designing fiqh learning media. The hope is that this research can provide insights and inspiration for Fiqh teachers to be more creative in their teaching.

2. RESEARCH METHODS

In general, research methods are scientific ways to obtain data with specific purposes and uses. Through research, humans can use the results; in general, the data obtained can be used to understand, solve, and anticipate problems. Understanding means clarifying a problem or unknown information that subsequently becomes known, solving means minimizing or eliminating the problem, and anticipating means making efforts to prevent the problem from occurring. The type of research is field research. Field research is a type of research

conducted at the location of MTs Al-Washliyah Tanjung Haloban. This research is carried out by collecting data available in the field regarding the matters to be studied, namely the Creativity of Teachers in Designing Fiqh Learning Media at MTs Al-Washliyah Tanjung Haloban Labuhanbatu. The type of this research is descriptive qualitative research. (Soegiyono, 2011) states that descriptive qualitative research is conducted to systematically, factually, and accurately describe or explain the facts and characteristics of a certain population. In other words, the researcher aims to explain a phenomenon or certain characteristics, not to find or explain the relationship between variables; this research only describes things as they are. In this research, descriptive qualitative is used because the researcher strives to systematically describe the facts and characteristics of the object or subject being studied accurately.

3. RESULT AND ANALYSIS

3.1 The creativity of teachers in the process of fiqh learning at MTsS Al-Washliyah Tanjung Haloban Labuhanbatu

In the learning process, a teacher's creativity is very important to support student success, so that the ongoing teaching and learning activities become effective and the desired learning objectives are achieved. Creativity itself is an effort or skill of a teacher to realize active, innovative, creative, effective, and enjoyable learning by using various methods, media, or learning strategies, so that students are interested in learning.

As stated by the Fiqh subject teacher, Mr. Agus Salim, S.Pd, who said that: "In my opinion, creativity is a skill that every teacher must possess in teaching, in order to create active, innovative, creative, effective, and enjoyable learning. And this creativity of teachers is very important for every teacher, so that the learning is not boring or monotonous, and makes students interested in following the learning process." And so that students can easily understand or absorb the knowledge conveyed by a teacher".

The teacher's statement above that creativity for teachers, especially creativity in the learning process, is very important to create and motivate students so that they can understand the material presented by the teacher and know the level of ability of students compared to one another. As stated by Mr. Zulpikri Nasution, S. Pd, the head of the madrasah, he said that: "In my opinion, creativity is very important in the learning process, because in the future, teachers create and motivate students so that they are able to understand and succeed in grasping every lesson the teacher imparts in their respective knowledge." Moreover, as teachers, we understand very well that the abilities of our students vary, that one student is different from another. So, creativity is very necessary for teachers in teaching and needs to be developed in the learning process so that the desired results of the teacher are achieved". It can be concluded from the statements of the two educational figures, Mr. Agus Salim and Mr. Zulpikri Nasution, that they agree that creativity is an essential skill that every teacher must possess, especially in the learning process. The creativity of teachers is considered crucial for creating active, innovative, effective, and enjoyable learning, thus avoiding a monotonous and boring impression for students. Furthermore, the creativity of teachers is believed to play an important role in motivating students to become interested and able to understand the lessons being taught. With creativity, teachers can adjust their teaching methods to the diverse abilities of students, so that each student has a greater opportunity to absorb knowledge easily and achieve optimal learning outcomes. The development of creativity in the learning process is seen as the key to achieving the desired learning outcomes.

According to Supriadi in the quote by Yeni Rachmawati & Euis Kurniati, creativity is the ability of a person to produce something new, both in the form of ideas and tangible works that are relatively different from what already exists. (Fajar & Izzah, 2014: 3) Thus, creativity is the ability of a person to generate something new or original, or to solve new problems faced. In the context of learning, a creative teacher is one who is able to create variations in teaching methods, thereby encouraging students to become more active and creative. (Telaumbanua et al., 2021, 2).

According to Gallagher as quoted by Masganti, creativity is the ability to create, organize, discover new forms, and produce something through imagination, meaning that creativity is related to the experience of expressing and realizing personal identity integrally in relation to oneself, nature, and others. (Sit et al., 2016: 1).

Creativity is a basic human potential that is important for educators to continue to develop, in line with the words of Allah Swt. in Q.S. [11] 37-38:

وَاصْنَعِ الْفُلَکَ بِأَعْيُنِنَا وَوَحْيِنَا وَلَا تُخَاطِبْنِي فِي الَّذِینَ ظَلَمُوا إِنَّهُمْ مُّعْرِضُونَ
وَبَصْنَعِ الْفُلَکَ وَكَلَّمَا مَرْ عَلَى مَلَأ مِنْ قَوْمِهِ سِجْرُوا مِنْهُ قَالَ إِنْ تَسْخَرُوا مِنَّا فَإِنَّا نَسْخَرُ مِنْكُمْ کَمَا تَسْخَرُونَ

"And make the ship with the supervision and guidance of Our revelation and do not talk with Me about the wrongdoers. And he (Noah) began to build the ark. And whenever the leaders of his people walked past Noah, they mocked him. He (Noah) said: "If you mock us, then surely we mock you as you mock us". (Ministry of Religious Affairs, 2019)

According to Tafsir Al-Misbah by M. Quraish Shihab, the verse explains the ability of Noah (peace be upon him) to make a boat with Allah's permission. The word "ishnak" (اصنع) means to create something new from existing materials for the needs of life. Noah made a very large boat on a hill, something that no one else

had ever made before. Teacher creativity is an important ability to create new things or develop existing ones (such as teaching methods and materials) in order to improve the quality of education. This creativity is characterized by new, unique, distinctive, useful and better concepts.

By studying existing copyrighted works and then updating them to create new copyrighted works, creativity can also be enhanced. (Wicaksono, 2019: 4) This creativity is necessary to embrace the competitive era of creativity development, producing innovative works or something new that is needed in today's 21st century. (Debeturu & Wijayaningsih, 2019 : 234)

3.2 The Creativity of Teachers in Designing Fiqh Learning Media

Based on the results of observations and interviews conducted at MTsS Al-Washliyah Tanjung Haloban, the learning media used in Fiqh lessons play an important role in enhancing students' understanding. The teacher uses various teaching media such as printed images displayed on the blackboard and audio played through speakers to help students better understand the material. This aligns with the diverse learning styles of students, such as visual, auditory, and kinesthetic, making the learning process more engaging and less monotonous.

The use of this learning media has proven effective in overcoming students' difficulties in understanding Fiqh concepts, especially in the application of Fiqh laws that require deep understanding. Teachers reported that students grasped the material more quickly and retained the lessons longer compared to learning without media. The challenge faced was the limitation of facilities such as the absence of an infocus projector, but the teacher utilized creativity by printing images and using audio from personal devices.

In addition, the process of learning Fiqh at MTsS Al-Washliyah Tanjung Haloban also involves interactive methods such as question and answer sessions and exercises in writing verses of the Qur'an related to Fiqh material. This process helps students internalize the material more thoroughly. The designed learning media not only serves as a visual and audio aid but also as a means to enhance students' learning motivation, making them more active in the learning process. This is in accordance with the statement of the fiqh teacher from the interview results as follows:

"We also have a projector, but since the distribution of the projector is not even, we take turns using it. So, we use speakers, and especially we use visual media. We ask the female students to create examples of writing intentions and prayers, then they write them down, show them, and read them repeatedly. There are many of these. But for lectures, I use media like a microphone".

From the explanation of the fiqh teacher, although the limitation of facilities such as projectors is a constraint, the teacher remains creative and adaptive in using the available media. The media used not only comes from the teacher but also involves student participation, such as creating and displaying intention writings and prayers, which are then read repeatedly. This shows that the teacher is striving to create interactive, engaging, and needs-based learning for the students.

Regarding the creativity of Fiqh teachers in using learning media, the informant stated that the learning media should be adjusted to the subject matter being taught. This can be seen from the following statement of the informant: "In teaching Fiqh at MTs, I always strive to make the material, which sometimes feels theoretical, more concrete and easier for students to understand." One of the learning media that I find quite effective and often apply is the "Interactive Taharah Module Based on Video and Digital Quiz". So after showing a video and then demonstrating the movements, I test the children one by one to practice it again. Then, "The main media I use in the teaching and learning process are books (packages, fiqh worksheets, and other relevant books)." Sometimes, I also use a projector to display educational videos on topics that require it so that students can understand more easily, but this is not very frequent.

From the results of the interview above, it can be concluded that the creativity of the fiqh teacher is marked by the use of several learning media to support teaching and learning activities in order to achieve learning objectives and stimulate students' interest in learning in the classroom. In this case, the author focuses on interviews with students as revealed in the following interview results: "Usually, I use learning media like books, such as LKS and other reading books, sometimes using a projector and microphone. My teaching style is enjoyable, relaxed, and the material I present is clear and easy to understand".

Based on observations and interviews at MTsS Al-Washliyah Tanjung Haloban, the fiqh learning media used are generally similar to other schools-including textbooks, worksheets, whiteboards, markers, pictures and occasional videos. Despite limited facilities (such as projectors that are scheduled), the Head of Madrasah, Mr. Zulpikri Nasution, emphasized the school's support in providing basic media (e.g. speakers). He emphasized the importance of being grateful and maximizing existing facilities to achieve good learning outcomes.

MTsS Al-Washliyah Tanjung Haloban shows a strong commitment to learning Jurisprudence. Teachers creatively overcome limited facilities (for example, projectors) by utilizing simple media (speakers, pictures) and involving active students. The madrasah head fully supports these efforts, maximizing existing resources. The result is effective and interactive learning of Jurisprudence in the midst of limited facilities.

The following is the design of fiqh learning media at MTsS Al-Washliyah Tanjung Haloban:

Utilization of Canva: Teachers often use Canva for interesting visual materials (presentations, posters, infographics), although the majority tend to use ready-made templates.

MARKIZA E-Book Development: Teachers designed their own interactive E-Book on zakat using a combination of Canva, CapCut (for videos), and YouTube.

Media Props: Teachers actively involve students in making teaching aids, such as a miniature Kaaba for Hajj manasik practice.

Simple Media Combination: Despite limited facilities, teachers innovate by utilizing visual media (printed images) and simple audio (speakers) combined with interactive activities to accommodate students' various learning styles.

Fiqh learning in schools is very important to design because it helps transform abstract concepts into more tangible and easily understandable ones for students. This media is also effective in attracting their interest and motivation to learn, addressing various student learning styles, and encouraging deep interaction and discussion. Additionally, by designing their own media, teachers can tailor the material to remain relevant to contemporary issues, so that Islamic jurisprudence does not feel rigid or outdated.

The design of learning media is very important, even compared to the classical era, fiqh learning can still be enjoyable and effective without modern media like today. The key lies in the intense interaction between the teacher and the student, where scholars use methods such as lectures, in-depth discussions, active question-and-answer sessions, as well as stories and parables to explain the material. The close relationship between teacher and student, along with the immersive environment of the knowledge assembly, creates a strong learning atmosphere focused on understanding the essence and character building, not just memorization. This shows that the foundation of successful learning lies in the quality of the teacher and interactive methods, while modern media are merely tools that can enrich the process.

3.3 Supporting and Hindering Factors of Teacher Creativity in Designing Fiqh Learning Media

In implementing creativity in the learning process, there are supporting and inhibiting factors related to the enhancement of teachers' creativity in the fiqh learning process. The factors that serve as supporting and inhibiting elements for teachers' creativity in the fiqh learning process at MtsS Al-Washliyah Tanjung Haloban are:

a. Supporting factors

Continuous Guidance and Training: Fiqh teachers regularly receive guidance and training from the madrasah head or school authorities, which includes teaching methods, material delivery, and media use. This promotes teachers' professional development.

Maximum Support from the School: The madrasah principal provides full support for teachers' success in delivering materials, including the provision of media and learning methods. Although there are limited facilities, the school is committed to fulfilling them in the future.

Conducive Environment: The madrasah's location away from the city noise and comfortable classrooms create a supportive learning environment, which is important for teachers to express their creativity.

b. Restraining factors

Differences in Learners: Learners' varying levels of ability, understanding and skills can affect teachers' effectiveness in developing creativity and appropriate learning media.

Lack of sufficient time: Limited fiqh lesson hours (2 hours per meeting) make it difficult for teachers to apply learning media optimally, resulting in less optimal absorption of material by students.

Limited Facilities: The uneven availability of infocus projectors and facilities in general that are not as complete as schools in urban areas are an obstacle. However, teachers and schools show adaptation

4. CONCLUSION

Based on the results of observations and interviews conducted at MTsS Al-Washliyah Tanjung Haloban, it can be concluded that teacher creativity in learning Fiqh plays an important role in creating an active, effective, and enjoyable learning atmosphere. Fiqh teachers show high initiative in using various learning media, such as visual media (printed images), audio (speakers and microphones), and interactive media that involve active student participation. This helps overcome limited facilities and improve students' understanding and motivation to learn. The design of the learning media used reflects adaptation to local conditions, by optimizing the available facilities. Teacher creativity can be seen from their ability to develop learning media according to the needs of the material and the character of the students, including the use of interactive modules and direct practice in teaching and learning activities. Supporting factors for teacher creativity include regular training, support from the school, and a conducive learning environment. Meanwhile, inhibiting factors include limited learning time, limited facilities such as projectors that are not evenly available, and the diversity of student abilities that require different approaches in delivering material. Thus, it can be concluded that teacher creativity in designing Islamic Jurisprudence learning media at MTsS Al-Washliyah Tanjung Haloban is the key to achieving learning effectiveness, even though it is carried out in limited situations and conditions.

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