INCREASING TEACHER SD NEGERI 011 KEPENUHAN CREATIVITY AND INITIATIVE THROUGH ONLINE LEARNING MODEL DURING THE COVID-19 PANDEMIC

Nismawati
Sekolah Dasar Negeri 011 Kepenuhan
Email : spdsdnismawati@gmail.com

Abstract, *This study aims to determine the online learning model in increasing the creativity and initiative of teachers in managing learning at home at SD Negeri 011 Kepenuhan. The type of research conducted is school action research (PTS) using Elliot's model. The research was held at SD Negeri 011 Kepenuhan in the 2020/2021 academic year during the Covid 19 pandemic. The research subjects were grade 1, 2, 3, 4 and 5 teachers. The object of the research was learning at home through online learning during the COVID-19 pandemic. 19. Data were collected through observation and documentation and analyzed qualitatively. The results of this study indicate that the online learning model can overcome the implementation of learning during the COVID-19 pandemic through the creativity and initiative of teachers in managing learning at home. The creativity and initiative of teachers has increased in making lesson plans by 18%, online learning management by 12%, student activity by 17% and student learning scores by 9.6% from cycle I to cycle II in learning. After there is an active, creative and initiative teacher competency action in carrying out home learning, learning can run smoothly in dealing with the COVID-19 pandemic outbreak..*

Keywords *:* online learning, activeness, creativity, initiative

I.   PRELIMINARY

On March 11, 2020, WHO has announced the status of a global pandemic for the 2019 corona virus or also called Corona Virus Disease 2019 or Covid 19. This epidemic or disease has attacked many victims, simultaneously in various countries. WHO has determined that all citizens of the world can potentially be infected with Covid 19, teachers and students can also be infected with Covid 19 (kompas.com). The government has taken a policy so that children study at home. This is regulated in Law no. 6 of 2018

concerning Health Quarantine which was later confirmed by PP No. 21 of 2020 and Minister of Health Regulation 9 of 2020 concerning Large-Scale Social Restrictions (PSBB).

The government provides a policy for children to study at home. Student learning at home makes parents happy and calm, because children can always be with their parents, with the aim of minimizing the spread of covid-19. Children do not maximize the use of technology is not so effective and efficient. The teacher gives assignments online. Communication is also

only one way. So that it is not effective and efficient in learning, we must take definite steps so that children at home can learn well.

In relation to the learning process, teachers during the COVID-19 outbreak should be able to actively direct and guide students in learning activities at home so as to create good interactions between teachers and students via online. that the learning process is characterized by two things, namely (1) students show activity, as shown in the amount of time devoted to carrying out tasks, (2) there is a change in behavior that is in line with the expected teaching objectives. Regarding the National Education System Chapter XI Article 39 paragraph (1), it is explained that education personnel are tasked with carrying out administration, management, development and technical services to support the education process and education units. According to the statement above, the teacher is tasked with carrying out management, development and technical services to support the educational process in the education unit, from the results

Authors in elementary schools there are still teachers who have not been able to apply home learning via online due to limitations in technology, this condition occurs in almost most teachers in elementary schools, there are still many

teachers who apply learning models with many tasks without paying attention to the situation and conditions during the covid-19 outbreak In this case, the child should be happy so that the child's immune or immune system can be well maintained, do not learn only monotonously and by using a creative learning model that is fun and not boring for the child, we must continue to foster children's character and creativity. Giving too much material and tiring children makes children lose their appetite for learning.

II.   RESEARCH METHODS

The location of this school action research is at SD Negeri 011 Kepenuhan, Rokan Hulu Regency. The research was carried out in the second semester academic year 2020/2021 in March to May 2021. Research subjects is a teacher at SD Negeri 011 Kepenuhan. 5 class teachers at SD Negeri 011 Kepenuhan were used as research subjects with considerations: the implementation of BDR learning during the covid 19 pandemic through online.

In accordance with the Law of the Republic of Indonesia Number 20 of 2003 concerning the Education System National. Article 31 Paragraph 2 of the Law of the Republic of Indonesia above also states that distance education has the function of providing educational services to community groups who cannot attend face-

to-face or regular education. With an increase in teacher creativity and initiative in delivering material, learning is expected to make students happy, interested, challenging and not bored studying at home accompanied by parents, as for the assessments made by teachers during the COVID-19 pandemic, in accordance with the values in the daily test. Previously, Covid-19 was carried out in a low class, which was 69 below the KKM value of 75.

Based on the observations and supervision of researchers in classroom learning and learning during the Covid-19 pandemic, namely learning at home or often called BDR (Learning at Home) regarding teachers, students, parents and the result. The target to be achieved in BDR learning is that all materials are delivered without reducing children's rights during the covid-19 pandemic, namely teachers must carry out active learning, creative, full of initiative, character, fun, and challenging with results as expected without reducing the child's immunity and can increase children's immunity. children's immunity in this covid-19 pandemic so that children's immunity does not decrease the results of observations made by researchers, namely between teachers, students and parents, must be really compact and know their respective duties and obligations during this

covid-19 pandemic to achieve the expected results.

In online learning at home or BDR through online the value of the results of supervision carried out by the principal is in accordance with the supervisory competence of the principal, namely Permendikbud No. 13 of 2007 concerning the competency standards of principals in terms of teachers being more sophisticated in using technology tools, more creative thinking to deliver assignments Duty given to students to be fun, not boring and interesting, the teacher must be more initiative so that the material is conveyed properly and correctly. While the targets that must be achieved All learning materials are conveyed in the second semester of the Covid-19 pandemic, such a situation shows a gap between expectations and real conditions in schools.

Based on these considerations, the teachers of grades 1, 2, 3, 4, and 6 were determined by the researchers as research subjects. This school action research uses a cycle model from Elliot, each cycle consists of four stages of activity, namely: the planning of the action (action plan), the implementation of the action (implementation of the action), classroom observation (class observation), and the reflection of the action (reflection of action). The action applied to the subject in

this study was to improve the ability to manage BDR learning through an online model. This research was carried out in 2 cycles where each cycle consisted of 4 stages, namely: (1) the planning of the action (planning), (2) the implementation of the action (implementation of the action), (3) class observation or monitoring and evaluation (class observation and evaluation), (4) data analysis and reflection of the action (data analysis and reflection of action).

The activities carried out in planning are planning the guidance of teachers in BDR learning. Guidance is carried out through discussion, by following the government's recommendation to wear masks, keep your distance and use hand sanitizer or wash your hands with soap under running water. Explanation of BDR learning management and modeling planning.

The researcher made RPP for coaching teachers, RPP for modeling, made observation instruments and arranged a schedule. At this planning stage, the authors carry out the following preparations: planning the development of teachers; create an online learning implementation plan; prepare media and BDR learning plans that are delivered online or online; making research instruments; the observation sheet for the guidance RPP;

supervisory observation sheet; RPP observation sheet through online; student involvement observation sheet in online learning modeling; online model BDR learning management observation sheet; teacher's lesson plan observation sheet in online learning; observation sheet on student involvement in BDR learning; observation sheet on online learning management /the teacher gives assignments online, makes a research schedule; validate research instruments by involving collaborators via online. Acting includes the implementation of guidance and modeling. Carry out guidance for teachers through online / online which is the subject of research. At this stage the researchers conducted discussions with teachers about the good management of BDR learning through online.

Several things were conveyed about the understanding of online BDR learning management, the principles of online BDR learning management, BDR learning objectives through online models, online BDR learning management skills, and the obstacles faced by teachers in managing online learning. After the online discussion was completed, it was continued with online learning modeling. The action or treatment applied in this study is the subject of research observing teachers in online or online BDR learning by using online or

online BDR learning management observation instruments by participating in online or online BDR learning in classroom online learning groups. After completing the observation, a discussion was carried out through teacher meetings in a joint picket used to evaluate and discuss online BDR learning between researchers and research subjects.

Observing is in the form of observing teachers in preparing BDR learning plans through online/online and implementing the process BDR learning. At the observing stage, the researcher observed the research subjects in making lesson plans, observing online teaching and learning activities and observing student activity in BDR learning activities. The focus of observation is on managing assignments via online and student responses in participating in BDR learning. Observation of lesson plans is intended to observe the tasks given by students through online/online and the BDR learning methods and scenarios used by the teacher. Observation using the observation instrument sheet. Observations were made by principal via online. At the end of the BDR lesson the teacher conducts an assessment. This assessment is also recorded as the value of student learning outcomes in doing homework assignments online/online which is also an indicator of teacher competence in online learning.

Reflecting is in the form of comparing teacher competencies in online learning with indicators of success. Teacher competencies and indicators of success are made in quantitative data. Teacher competence in the form of the ability to manage BDR learning is seen from the results of observations of making lesson plans, implementing online BDR learning, and student activity in carrying out tasks in BDR learning through online/online. The indicator of success has been determined at 75%.

The lesson plan observation sheet contains several things that must exist and that the teacher must do in making lesson plans. The instrument used is in the form of a rating scale, which is a tool to obtain data which is in the form of a list containing the nature/characteristic of the behavior of the research subject to be investigated which must be recorded in stages. The type of rating used is a numerical scale.

Numbers on most rating scales are used as anchors, and the use of these numbers is clearly defined. At the back of each description, space is provided to put a mark indicating its suitability for the subject being observed.

The observer only marks the number of choice, namely numbers 1 - 4. Each number has its own meaning. 1 = poor, 2 = adequate, 3 = good, 4 = very good. The

results of the ratings of all the items selected by the observers are summed and then compared with the success indicators. For example, the entire rating of all 4 items so that the total rating is 100. Then the teacher's competence is 100%. The value of one hundred is compared to the success indicator, which is 85%. The comparison between teacher competence and success indicators is 100%: 85%. This means that the teacher already has high competence. If the rating is 65%, the ratio between teacher competence and success indicators is 65%: 85%. This means that the teacher has low competence. If the comparison between teacher competencies is lower than the indicators of success, then proceed to the second cycle.

This study uses two kinds of data, namely primary data and supporting data. The main data are the results of observations of creativity in making lesson plans, the results of observations of initiatives in classroom management when the research subject gives assignments via online/online, and the results of observations of student activity in doing assignments in BDR learning through online/online. Supporting data in the form of the results of the final task of the lesson.

The instrument used is in the form of a rating scale, which is a tool to obtain data in the form of a list containing the characteristics of the behavior of the research subject to be investigated which must be recorded in stages. The type of rating used is a numerical scale. The observer or rater only marks the number of choice, namely numbers 1 - 4. Each number has its own meaning. 1 = poor, 2 = adequate, 3 = good, 4 = very good. The results of the ratings of all the items selected by the observers are summed and then compared with the success indicators.

The data analysis technique in this study went through several stages. Data obtained in the form of observation sheets in the online BDR learning process, namely: online learning management observation sheet and student activity observation sheet in doing learning assignments BDR through online, as well as student learning outcomes tests at the end of the cycle (or each meeting).

Data analyzed are: Analysis of observational data on the management of BDR tasks and observation of student activity in doing BDR learning assignments online/online, as well as student learning outcomes tests at the end of the cycle. Analysis using the average results of observations and tests, then the average results are described for each instrument. This descriptive analysis is used to describe the characteristics of the research data and

answer problem in problem formulation. Descriptive analysis used.

III. RESULTS AND DISCUSSION

Pre-cycle learning conditions during the COVID-19 pandemic through online/online in the pre-cycle are still conventional. The ability of teachers to carry out BDR learning is still low, this can be seen from the atmosphere of BDR learning through online which is not conducive, student activities are not controlled, student interest in learning is lacking, students are not enthusiastic in carrying out BDR learning activities, lack of motivation, so that it has an impact on low student learning scores. Data on the results of academic supervision in the pre-cycle are summarized in the following table.

Table 1 : Summary of the results of academic supervision during the Covid-19 pandemic Pre-Cycle

Items	Supervision Average	Success indicator
Creativity in RPP	72 %	85 %
Online Learning Management Initiative	72 %	85 %
Student activity	69 %	85 %
Student scores	69 %	75 %

In Table 1 provides an overview that the competence of teachers in making lesson plans, online assignment, student activity is still far below the success indicator. This fact occurs because of competence teachers in the field of BDR learning are still low. The learning process tends deliver material to students. Class management is not optimal, attention to students is not comprehensive.

School Action Research in cycle I held in March 2021. Activities Cycle I includes planning, implementation action, observation, and data analysis as well as action reflection. Activities performed in planning is planning coaching for teachers. coaching carried out with discussions, explanations about BDR learning through online and planning modeling. Researchers make RPP coaching for teachers, RPP modeling, making observation instruments and schedule.

Acting covers implementation of guidance and modeling. Observing in the form of observing the teacher in online learning / online by participating in group for each learning class in planning and implementing online teaching and learning process. While reflecting is in the form of comparing teacher competence with indicators. At the implementation stage of this activity researchers conduct training about BDR learning through online/online with a system of discussion, delivery of material, and providing examples of BDR learning through online .

After coaching done, the next step is observation. Online observations made by

participating in a class in a class group online learning through online is done with the aim of knowing the level of student participation or activity in the process learning. It is also a form of evaluation of the learning process. Sheet Observations used in the form of sheets checklist. The observed indicator is the level of student participation in doing assignments given by the teacher through online.

Table 2 : Summary of Observation Results Analysis Cycle I

Items	Average	Indicator	Information
Creativity in Preparation of RPP	69%	85%	16%
Management Initiative Online Learning	76%	85%	9%
Student activity	71%	85%	13%
Student scores	70,4%	75%	4,6%

Table 2 can be read that the results RPP observations of grade 1 teachers, teachers grade 2, grade 3 teacher, grade 4 teacher, and teacher 5th grade of the five teachers who became the subject the study got a score of 69%. Observation results on classroom management gets a score 76%. The results of observations on student activity got a score of 72%.

Observation results on the value obtained by students gets a score 70.4%. Of the five items observed, the score lowest in the ability to make lesson plans. While the highest score in classroom management competencies, namely getting score 76%. Based on the competency achievement score teacher is still lower than success

indicator. Manufacturing competence RPP gets a score of 69%, while 85% success indicator. This means still there is a gap of 7%.

Observation results on classroom management got a score of 76% and the results observation of student activity gets score 71% while the indicator of success 85%. This means that there is still a 12% gap. The results of observations of the values obtained students got a score of 70.4%, while 75% success indicator. This means still there is a gap of 4.6%.

Therefore for achieve completeness followed by a cycle II. Cycle II was held on 23 March to April 11, 2021. On planning stage researchers carry out activities: a) prepare development plans towards teachers, b) compiling modeling lesson plans, c) compiling instruments for activity observation students, d) compiling instruments for observation management of BDR learning by teachers, and e) compiling instruments for RPP observation teacher.

Action Implementation Cycle II researchers carry out teacher training. Teacher collected in groups, with comply with government protocols, namely use washing hand using running water, or hand sanitizer, mask, sitting with a distance of 1 meter given training. The contents of the construction are: how to make a complete lesson plan, how to manage BDR learning

through online that is good, interesting, and can achieve goals, and how can focus students' attention so that they are enthusiastic in taking BDR lessons online pelajaran so that the child's immunity is maintained and also with accompanied by their parents. Observation of BDR learning through conducted by researchers and assisted by collaborator.

Collaborator observing researchers in making RPP guidance, when the researcher conducts guidance, the RPP KBM model, BDR learning management via online/online when modeling giving learning assignments, and student involvement in following online learning/online model teacher. Researchers observed the teacher's lesson plans, BDR learning management when the teacher provide online learning assignments, and student involvement in following teacher learning.

Observations made with the aim of knowing the level of student participation or activity in the process online learning. This too as a form of evaluation of the process learning. The observation sheet that used in the form of a checklist sheet. Indicator observed is the level of student participation in the BDR learning process through online.

Table 2 : Summary of Observation Results Analysis Cycle I

Items	Average	Indicator	Information
Creativity in Preparation of RPP	87 %	85%	Tuntas
Management Initiative Online	88 %	85%	Tuntas
Student activity	88 %	85%	Tuntas
Student scores	80 %	75%	Tuntas

The results of the RPP observations on grade 1 teachers, grade 2 teachers, grade 3 teachers, grade 4 teachers, and grade 5 teachers got a score of 87%. The results of observations on the management of BDR learning through online got a score of 88%. The results of observations on student activity got a score of 88%. The results of observations on the scores obtained by students got a score of 80%. Indicators of success in making lesson plans, classroom management, student involvement are set at 85%, while student learning outcomes are set at 75%. The comparison between achievement scores and success indicators shows an increase between cycle one and cycle two. When compared with the indicators of success, it has exceeded the indicators of success or completion.

IV. CONCLUSION

Based on the description of the results of research conducted on teachers for grade 1, grade 2, grade 3, grade 4 and grade 5 teachers at SD Negeri 011 Kepenuhan from March to May 2021, it can be concluded that the online learning model

can increase teacher creativity and initiative. at SD Negeri 011 Kepenuhan, During the covid-19 pandemic. Suggestions that need to be conveyed, during the Covid-19 pandemic period it is needed various forms of learning models so that teachers, students can be active in learning, an increase of 9.6% online is fun, full of challenges, active and creative accompanied by parents of students without reducing the immunity of students, so that in the modeling technique, researchers get to know students in giving assignments at home through online / online in class who will be the object of modeling

BIBLIOGRAPHY

Depdiknas. 2003. *UU RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional.* Jakarta: Depdiknas.

Depdiknas. 2004. *Standar Kompetensi Guru Sekolah Dasar.* Jakarta: Depdiknas.

Permendiknas No 13 Tahun 2007 yaitu tentang *standar kompetensi kepala sekolah madrasah. Jakarta:* Depdiknas.

PP No. 21 Tahun 2020 *tentang Pembatasan Sosial Berskala Besar (PSBB).Jakarta*

UU No. 6 Tahun 2018 *tentang Kekarantinaan Kesehatan ; Dinkes Jakarta*