COMPARATIVE STUDY OF THE CREATIVITY OF SOCIAL SCIENCE TEACHER TO STUDENT LEARNING ACHIEVEMENT

(Multisite Study in Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu)

THESIS

By :

Ikke Yolanda

ID Number. 16130116

SOCIAL SCIENCE EDUCATION STUDY PROGAM

DEPARTEMENT OF SOCIAL SCIENCE EDUCATION

TARBIYAH AND TEACHER TRAINING FACULTY (FITK)

ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM

MALANG

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Izzah Junior High School Batu)

THESIS

Submitted to the Tarbiyah Faculty of the Islamic State University of Malang to
Fulfill One of the Requirements for Obtaining a Bachelor's Degree in
Social Science Education (S.Pd)

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OFFERING PAGE

Alhamdulillahi robbil 'alamiin.

Praise be to Allah SWT and chants of prayers to our lord, Prophet Muhammad SAW. This thesis dedicated to:

The two parents who have served me throughout my life, my father Jemmy Piter and my mother Dwi Anna who have provided support both morally and spiritually, have both escorted and guided me in getting my education from basic to present. Behind the drops of sweat, toil, and chants of prayers to fulfill my dreams.

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Friends of the E-Sports Alacrity community at the Islamic State University of Maulana Malik Ibrahim Malang.

Friends of the Big Family of Bidikmisi Students (KBMB) at the Islamic State University of Maulana Malik Ibrahim Malang.

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MOTTO PAGE

Life should be great, kind and usefull.

APPROVAL SHEET

COMPARATIVE STUDY OF THE CREATIVITY OF SOCIAL SCIENCE TEACHER TO STUDENT LEARNING ACHIEVEMENT (Multisite Study in Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu)

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ADVISOR'S MEMORANDUM

Regard   : Ikke Yolanda's Thesis   Malang, July 20th 2020
Attachment   : 4 (Four) Copies

The Honorable,
Dean of Tarbiyah and Teacher Training Faculty (FITK)
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at
          Malang

Assalamu'alaikum Wr. Wb.
After several times of guidance, both in terms of content, language, and writing techniques, and after reading this student thesis below:

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Departement	:	Social Science Education
Thesis Title	:	Comparative Study of the Creativity of Social Science Teacher to Student Learning Achievement (Multisite Study in Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu)

Then as an advisor, we think that this thesis is worth submitting. Thus, please understand.
Wassalamu'alaikum Wr. Wb.

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STATEMENT OF AUTHENTICITY

I hereby state that in this thesis no work has ever been submitted for a degree at a tertiary institution, and to the best of my knowledge, there are also no works or opinion have been written or published by others, except those in writing referred to in this text and mentioned in the reference list.

Malang, July 20th 2020

Who make the statement,

Ikke Yolanda

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FOREWORD

Assalamualaikum Warrahmatullahi Wabarakatuh,

Praise the presence of Allah SWT who has given His grace and guidance, so that the author can complete this thesis proposal with the title "Comparative Study of the Creativity of Social Science teacher to Student Learning Achievement (Multisite Study in Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu)". Hopefully, prayer and greeting will always be poured out to our lord the great Prophet Muhammad SAW who has guided us from the dark ages to the path of goodness, namely Islam.

The writing of this thesis is structured to complete one of the requirements in order to obtain a bachelor degree (S-1) in Social Science Education (S.Pd), Department of Social Science Education, Tarbiyah and Teacher Training Faculty, Islamic State University of Maulana Malik Ibrahim Malang. Researcher are aware that the preparation of this thesis proposal still has many shortcomings and will not be successful without guidance and direction both materially, and non-materially from various parties.

On this occasion, with respect and gratitude, the author would like to say thanks to all those who have provided motivation and guidance, they are:

1. Prof. Dr. Abdul Haris, M.Ag as Chancellor of Islamic State University of Maulana Malik Ibrahim Malang and all assistant chancellors who have provided facilities at the Islamic State University of Maulana Malik Ibrahim Malang.

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Finally, with all humility, the researcher realizes that the writing of this thesis proposal is still far from perfect. Therefore, the researcher expects constructive criticism for the perfection of future thesis writing. The author hopes, I hope this thesis proposal writing can be of good use to all parties. *Amin ya robbal alamin*.

Wassalamualaikum Warrahmatullahi Wabarakatuh.

Malang, July 20th 2020
Researcher,

Ikke Yolanda
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LATIN ARABIC TRANSLITERATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on the joint decision of the Indonesian Minister of Religion and the Minister of Education and Culture of the Republic of Indonesia No. 158 in 1987 and No. 0543b / U / 1987 which can be broadly described as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vowels

The vowel (a) is long	=	**â**
The vowel (i) is long	=	**î**
The vowel (u) is long	=	**û**

C. Diftong Vocals

وأ	=	**aw**
أي	=	**ay**
وأ	=	**û**
أي	=	**î**

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CHAPTER II LITERATURE REVIEW

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CHAPTER IV DATA EXPOSURE AND RESEARCH RESULTS

ABSTRAK

Yolanda, Ikke. 2020. *Studi Komparasi Kreativitas Guru Ilmu Pengetahuan Sosial Terhadap Prestasi Belajar Siswa (Studi Multi Situs di Sekolah Menengah Pertama Modern Al Rifa'ie Gondanglegi dan Sekolah Menengah Pertama Al Izzah Batu)*. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. Hj. Ni'matuz Zuhroh, M.Si.

Kreativitas sebagai salah satu faktor penting dalam kehidupan, merupakan sebuah upaya untuk menciptakan ide baru, dimana hal tersebut sangatlah dibutuhkan salah satunya dalam dunia pendidikan. Guru sebagai seorang pendidik sekaligus tenaga profesional memerlukan keahlian khusus guna menciptakan lingkungan belajar yang menyenangkan, efektif dan efisien. Guru yang kreatif akan memiliki keterampilan yang lebih baik dan berdampak pada terciptanya prestasi belajar siswa yang lebih baik.

Berkaitan dengan pembelajaran IPS yang banyak memuat materi sosial dan bersifat hafalan, sering kali dianggap membosankan ditambah dengan metode ceramah guru yang membuat siswa menjadi kurang tertarik untuk mempelajari dan mendalami mata pelajaran IPS. Oleh karena itu, guru perlu meningkatkan kreativitas pembelajaran dengan menggunakan ide-ide baru, diimbangi dengan metode pembelajaran yang tepat untuk memancing minat belajar dan inisiatif siswa serta memberikan kesempatan kepada peserta didik untuk lebih mengeksplorasi pelajaran IPS.

Penelitian ini bertujuan untuk mendeskripsikan pola kreativitas guru IPS di SMP Modern Al Rifa'ie Gondanglegi dan SMP Al Izzah Batu seperti: (1) Bagaimana tahapan perencanaan pola kreativitas guru IPS untuk meningkatkan prestasi siswa (2) Bagaimana tahapan pelaksanaan pola kreativitas guru IPS untuk meningkatkan prestasi siswa dan (3) Bagaimana hasil dari kreativitas guru IPS untuk meningkatkan prestasi siswa. Penelitian ini menggunakan desain studi komparatif, melalui pendekatan kualitatif dengan jenis deskriptif yaitu melalui pengumpulan data, reduksi data, penyajian data, dan verifikasi data/penarikan kesimpulan. Sampel dari penelitian ini adalah guru IPS dan masing-masing tiga orang siswa dari SMP Modern Al Rifa'ie Gondanglegi dan SMP Al Izzah Batu. Teknik pengumpulan data dalam penelitian ini menggunakan metode angket.

Hasil penelitian adalah: (1) Dalam tahap perencanaan kreativitas guru IPS di SMP Modern Al Rifa'ie Gondanglegi dan SMP Al Izzah Batu berjalan dengan baik dan terarah. (2) Dalam tahap pelaksanaan pola kreativitas guru IPS di SMP Modern Al Rifa'ie dan SMP Al Izzah Batu, sudah menerapkan rencana pembelajaran melalui pendekatan dan metode yang dapat menarik minat belajar siswa. (3) Hasil kreativitas guru IPS di SMP Modern Al Rifa'ie Gondanglegi dan SMP Al Izzah Batu sudah memenuhi kriteria guru kreatif.

Kata Kunci: *Kreativitas, Guru IPS, Prestasi Belajar.*

ABSTRACT

Yolanda, Ikke. 2020. *Comparative Study of The Creativity of Social Science Teacher to Student Learning Achievement (Multisite Study in Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu).* Thesis, Social Science Education Departement, Tarbiyah and Teaching Training Faculty, Islamic State University of Maulana Malik Ibrahim Malang. Thesis Advisor: Dr. Hj. Ni'matuz Zuhroh, M.Si.

Creativity is an important factor in life is an effort to create new ideas, where it is really needed, one of which is in the world of education. Teachers as educators as well as professionals need special skills to create a learning environment that is fun, effective, and efficient. Creative teachers will have better skills and have an impact on creating better student achievement.

In connection with social studies learning which contains a lot of social and rote material, it is often considered boring and coupled with the teacher lecture method which makes students less interested in studying and deepening social studies subjects, therefore teachers need to increase learning creativity by using new ideas, balanced with appropriate learning methods to provoke interest in learning and student initiative and provide opportunities for students to further explore social studies lessons.

This study aims to describe the creativity pattern of social science teacher at Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu, such as (1) What are the stages of planning pattern of social science teacher's creativity to improve student achievement (2) What are the stages of implementing the social science teacher's creativity pattern to improve student achievement and (3) What are the results of the Social Science teacher's creativity to improve student achievement. This study used a comparative study design, through a qualitative approach with descriptive types, namely through data collection, data reduction, data presentation, and data verification/conclusion drawing. The samples of this study were social science teachers and three students each from Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu. The data collection technique in this study used a questionnaire method.

The results of the study were: (1) In the planning stages, the creativity of social science teacher at Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu went well and with direction. (2) In the implementation stage of the creativity pattern of social science teachers at Modern Junior High School Al Rifa'ie and Al Izzah Junior High School Batu, they have implemented learning plans through approaches and methods that can attract students' interest in learning. (3) The results of the creativity of social science teachers at Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu have met the criteria for creative teachers.

Keywords: *Creativity, Social Science Teacher, Learning Achievement.*

نبذة مختصرة

الإبداع كعامل مهم في الحياة هو محاولة خلق أفكار جديدة ، حيث تكون هناك حاجة حقيقية إليها ، أحدها هو عالم التعليم يحتاج المعلمون كمعلمين وكذلك محترفين إلى مهارات خاصة من أجل خلق بيئة تعليمية ممتعة وفعالة وفعالة. يتمتع المعلمون المبدعون بمهارات أفضل ويكون لهم تأثير على تحقيق إنجازات أفضل للطلاب

فيما يتعلق بتعلم الدراسات الاجتماعية الذي يحتوي على الكثير من المواد الاجتماعية والحفظ عن ظهر قلب ، فإنه غالبًا ما يُعتبر مملاً ، إلى جانب طريقة محاضرة المعلم التي تجعل الطلاب أقل اهتمامًا بدراسة وتعميق مواضيع الدراسات الاجتماعية. لذلك ، يحتاج المعلمون إلى تحسين إبداع التعلم باستخدام أفكار جديدة ، متوازنة مع أساليب التعلم المناسبة لإثارة الاهتمام بالتعلم ومبادرة الطلاب وإتاحة الفرص للطلاب لمواصلة استكشاف دروس الدراسات الاجتماعية.

المدرسة الإعدادية الحديثة تهدف هذه الدراسة إلى وصف النمط الإبداعي لمعلمي الدراسات الاجتماعية في ، مثل: (١) ما هي مراحل التخطيط لنمط الإبداع لمعلمي الدراسات اعدادية العزة باتو و الرفاعي جوندانجلي الاجتماعية لتحسين تحصيل الطلاب (٢) كيف هي مراحل تنفيذ نمط إبداع معلم الدراسات الاجتماعية لتحسينه. تحصيل الطالب و (٣) كيف تؤدي نتائج الدراسات الاجتماعية إلى إبداع المعلم في تحسين تحصيل الطالب. يستخدم هذا البحث تصميم دراسة مقارنة ، من خلال نهج نوعي مع أنواع وصفية ، وتحديداً من خلال جمع البيانات ، وتقليل البيانات ، وعرض البيانات ، والتحقق من البيانات / استخلاص النتائج. كانت عينات هذه اعدادية و ثانوية الرفاعي جوندانجلي الحديثة الدراسة من معلمي الدراسات الاجتماعية وثلاثة طلاب من استخدمت تقنية جمع البيانات في هذه الدراسة طريقة الاستبيان. العزة باتو.

ثانوية الرفاعي وكانت نتائج الدراسة: ١١) في مرحلة التخطيط ، سار إبداع معلمي الدراسات الاجتماعية في بشكل جيد وفي الاتجاه. (٢) في مرحلة تنفيذ نمط الإبداع لمعلمي اعدادية العزة باتو و جوندانجلي الحديثة ، قاموا بتنفيذ خطة تعليمية اعدادية العزة باتو و ثانوية الرفاعي جوندانجلي الحديثة الدراسات الاجتماعية في من خلال الأساليب والأساليب التي يمكن أن تجذب اهتمام الطلاب بالتعلم. (٣) لقد استوفى إبداع معلمي الدراسات الاجتماعية في مدرسة الرفاعي جوندانجليجي المتوسطة ومدرسة العزة باتو المتوسطة معايير المعلمين المبدعين.

الكلمات المفتاحية: إبداع ، مدرس دراسات اجتماعية ، تحصيل تعليمي.

CHAPTER I

PRELIMINARY

A. Thinking Context

Today, education is a process of humanizing humanity from don't know to know, can't become able to until humans reach the maximum point in the implementation of learning that will be traveled in the future. Education is a conscious effort undertaken by families, communities, and governments through positive activities such as tutoring, teaching, training, courses, workshops, and seminars both formal and informal institutions to produce superior, productive, and virtuous generations. The effort is done to prepare students who are smart, active, creative, character, and virtuous.

Learning as a process is expressed in a variety of behaviors, both physically-motorically and mentally. The learning process has an important role that can't be separated from human life. In surah Al Baqarah verse 31, Allah SWT says:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَاءِ هَٰٓؤُلَآءِ إِن كُنتُمْ صَٰدِقِينَ

1

Means:

"*Dan Dia mengajarkan kepada Adam nama-nama (benda-benda) seluruhnya, kemudian mengemukakannya kepada para Malaikat lalu berfirman: "Sebutkanlah kepada-Ku nama benda-benda itu jika kamu memang benar orang-orang yang benar*!*"* [1]

Based on these verses, it can be seen that God Almighty created the human with the best form, complete with reason and mind to learn to distinguish between good and bad things. Allah SWT created mankind to learn and understand about the process of life, as one of the creatures who obeyed His commands, humans are required to go through step and stages along with obstacles that must be passed and understand the process as well as possible so that humans can achieve the real purpose of life.

Humans as the only creatures of Allah SWT are given reason and the ability to educate and be educated to explore the potentials and abilities of individuals to carry out orders as His servant to achieve the true goals of education, humans can understand and obey the teachings and also stay away from His prohibitions. There are some basic principles about seeking knowledge as well as for instructions for conveying knowledge that is part of the educational process, including finding one of the Prophet's hadiths as follows:

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[1] Al Qur'an dan Terjemahnya (Semarang: CV. Asy Syifa', 2000), hlm. 11.

قَالَ رَسُوْلُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ : مَنْ تَعَلَّمَ عِلْمًا مِمَّا يُبْتَغَى بِهِ وَجْهُ اللهِ عَزَّوَجَلَّ

لاَ يَتَعَلَّمُهُ اِلاَّ لِيُصِيْبَبِهِ عرضاً مِنَ الدُّنْيَا لَمْ يَجِدِعَرْفَ الْجَنَّةِ يَوْمَ الْقِيَامَةِ، يَعْنِي :

رِيْحَهَا. (رَوَاهُ أَبُوْ دَاوُدَ بِإِسْنَادٍ صَحِيْحٍ).

Means:

"*Barangsiapa mempelajari suatu ilmu yang tidak untuk mencari keridhaan Allah, tapi hanya untuk mendapatkan nilai-nilai material dari kehidupan duniawi, maka ia tidak akan mencium harumnya surga*." (History of Ahmad, Abu Dawud, and Ibn Majah).[2]

Based on this hadith, it is necessary to ask for it to be the main key to study. A strong and sincere intention to seek knowledge represents the form of the servant of his creator to expect the pleasure of Allah SWT. The demand for knowledge must be based on a sincere intention to be grateful for the favors that have been created both *lahiriyah* and *batiniyah*. There must be no intention to seek knowledge, only to gain glory or rights in the world. Demanding knowledge in the world on the use of *amar ma'ruf nahi munkar*, that is to uphold the truth and also to uphold the religion of God in the right path, not to seek profit for oneself.

---

[2] Susan Noor Farida, *Hadis-Hadis tentang Pendidikan (Suatu Telaah tentang Pentingnya Pendidikan Anak)*. Diroyah: Jurnal Studi Ilmu Hadis, Bandung. No. 1 September 2016.

Over time, the learning process has developed very significantly in various aspects one of which is the strategy and learning methods. The learning process in ancient times was done through conventional methods, namely transferring knowledge directly through face-to-face in the classroom between teachers and students. In this method, the teacher explains 90% of the subject matter to students directly in the classroom. This is considered ineffective because students become passive and not critical of the material being studied.

Conventional learning methods as access and learning media are still very limited and not yet effective, students find it difficult to obtain additional references relevant to existing subjects and only focus on the teacher's explanation. Instead, students only rely on books, newspapers, or magazines as a medium to find additional information to understand the lesson.

In the learning process in ancient times, teachers still use learning strategies that have not been able to maximize the ability of students, so students become less critical and passive. Another impact caused by the lack of student interest in learning because learning activities are less varied so students become bored and unfocused and difficult to understand the lesson because there is no interesting illustration.

In contrast to modern times, education in schools now has many methods and strategies for learning that are interesting and fun so that students are more

enthusiastic and critical in dealing with lessons in the classroom. According to Basic Law No. 20 of 2013 concerning the National Education System that "Every citizen has the same right to obtain a quality education." This is in accordance with Surah Al-Alaq verses 1-5 which reads as follows:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ (٥)

Means:

> *"Bacalah dengan (menyebut) nama Tuhanmu Yang menciptakan, Dia telah Menciptakan manusia dari segumpal darah. Bacalah, dan Tuhanmulah Yang Maha Pemurah, Yang mengajar (manusia) dengan perantaraan kalam. Dia mengajarkan kepada manusia apa yang tak diketahuinya."*[3]

This verse explains, that Allah SWT created man from a clot of blood, then with His mercy teaches people about what they do not yet know and shows the way to the light of knowledge from the darkness of ignorance. Indeed all human beings without exception from all groups are entitled to education as affirmed in the word "*Iqra*" which is that the noblest God makes you a person who can read. Based on these verses, Allah SWT with his majesty and abundant glory creates humans and

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[3] Al Qur'an, *Op.Cit.,* hlm. 1403.

makes humans as an intelligent creatures with the aim that they can practice and implement the knowledge they have learned in their daily lives.

The learning effort is certainly a challenge for educators to foster motivation and interest in learning to improve satisfying student achievement. The student learning process requires an approach through appropriate methods and strategies to foster students' curiosity to further explore the subjects taught. One of the problems of education in Indonesia is the low level of creativity of teachers in presenting learning materials.

The teacher still uses learning methods that don't vary and the lack of use of interesting learning media to demonstrate to students. Besides, teachers are still implementing a two-way learning system and there is a lack of active participation from teachers to create a pleasant learning environment in the classroom. Therefore, in implementing learning, teachers who have various concepts, methods, and creative and innovative learning strategies are needed to boost the quality of learning and foster students' enthusiasm for learning.

According to a student ability survey released by the Program for International Student Assessment (PISA), Indonesia ranked 72 out of 77 countries.[4] The PISA survey is a reference for assessing the quality of education in Indonesia

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[4] Survei Pendidikan Dunia, 2019, *Indonesia Peringkat 72 Dari 77 Negara* (https://www.vivanews.com/berita/dunia/23062-survei-pendidikan-dunia-indonesia-peringkat-72-dari-77-negara, diakses 5 Juni 2020 jam 18:12 WIB).

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including reading, mathematics, and science skills. This data is a reference for the quality of education in Indonesia and in the world. The results of the PISA study in 2019 stated that Indonesia got 371 points for the reading category, 379 for mathematic, and 396 for Science. Indonesia lags far behind neighboring countries such as Malaysia and Singapore which have the number 2 ranking. A number of educational problems that exist in Indonesia lie in the lack of creativity and competence of teachers in the subject matter taught.

One of the main factors that can make students become active in class is the teacher himself. The quality of educators in Indonesia is still at a low level, this is due to the lack of competent learning resources, such as the use of instructional media and the use of school facilities to support teaching and learning activities in the classroom. Educators are also still lacking in exploring the potential possessed by students and still not paying attention to the interests and talents owned by their students.

Basically, the learning process will run smoothly if the subjects studied are in accordance with the interests and talents of students. This will encourage students to further maximize their learning outcomes. Education should pay attention to the needs of students and not force something that makes students less comfortable funding to seek knowledge, a good educational process is to provide opportunities

for children to be more active in learning activities in the classroom so that teachers can better explore the creativity of students in teaching and learning activities.

In addition to the lack of creativity of educators in guiding and directing their students, a centralized curriculum makes education portraits increasingly bleak. Changing the KTSP curriculum to the 2013 curriculum is something new for students, so teachers should pay extra attention to the ability of students to be able to take lessons better. This is really needed in order to produce graduates who are creative, reliable fans. In general, the low quality of education in Indonesia is only a matter of effectiveness, efficiency, and standardization of teaching.[5] One particular problem that is still prevalent in the world of education is the low quality of teachers and the poor performance of students.

The teacher has a position as a professional who has been mentioned in Law No. 14 of 2005, concerning teachers and lecturers which defines that professional is work or activities carried out by someone and becomes a source of income for life that requires expertise, skills or skills that meet quality standards or skills that meet certain quality standards or norms and require professional education. As professionals who are required to have mastery of the required competencies, the

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[5] Muhammad Aulia Akhsan, *Rendahnya Kualitas Pendidikan*, (https://Mahasiswaindonesia.Id/Rendahnya-Kualitas-Pendidikan/, diakses 5 Juni 2020 jam 14.12 WIB).

teacher can take the teacher competency test (UKG) as a benchmark for expertise and mastery of pedagogic and professional competencies.

Social Science (IPS) as one of the disciplines studied at the school level includes Geography, Sociology, History, and Economics is a concept of developing knowledge, attitudes, and social skills to shape the personality of a person in society. Through social science education is expected to shape the character of children into young people who have good attitudes and responsibilities as citizens so they are able to overcome and as a preventive measure in social problems in society.

The teacher as a motivator and facilitator not only has a role to transfer knowledge to students but also as a guide to improving student learning achievement. Social science education as one of the educational programs and fields of knowledge that not only presents material and social theories in the community, teachers as facilitators must foster students into individuals who have responsibilities, and instill social values so that students have integrity and characters who love the motherland.

Teachers are required to have sufficient competence so that they can direct students to find the potential contained in their students. This certainly must be balanced with teacher creativity in terms of approaches through diverse learning

models and strategies so that students become more active and responsive in learning activities.

Creativity which is an important key in education aims to improve students' thinking power in understanding the lesson. In addition to teacher teaching creativity in improving student learning achievement, parents have an important role in fostering children's thought patterns and skills.

Initially, a child's education starts from informal education which is carried out in the neighborhood. Parents have an important role in controlling, directing, guiding children in different parenting patterns. Parenting patterns have a major impact on the child's personality because the child will behave and behave according to the basis and values that have been instilled in him early on. Therefore, the existence of teacher learning creativity and parental support will encourage children's learning processes and provide enthusiasm for optimal achievement.

Based on the problems that have been described, the researcher plans to examine how the stages of planning the pattern of creativity of social education teachers in the Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu on student achievement? After going through these stages, the implementation process can be obtained up to the results of the creativity patterns of social science teacher in Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu. So in this case, the researcher

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wants to take the title "**Comparative Study of the Creativity of Social Science Teacher to Student Learning Achievement (Multisite Study in Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu).**"

B. **Research Focus**

Based on the context of the research described above, the focus of this research is as follows:

1. What are the stages of planning the pattern of creativity of the social science teacher to improve student learning achievement at Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu?

2. What are the stages of the implementation of the creativity of social science teacher to improve student learning achievement at Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu*?*

3. How are the results of the creativity of the social science teacher to improve student learning achievement at Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu?

C. **Research Purposes**

Based on the focus of the research described above, the objectives of this study are as follows:

1. To know and understand the stages of planning the pattern of creativity of social science teacher on the learning outcomes of students at Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu.

2. To know and understand the stages of the implementation of the creativity of social science teacher on the results of student achievement in the Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu.

3. To know and understand the results of the creativity of the social science teacher on the results of student learning achievement at Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu.

D. Benefits of Research

The researcher's hope this research can be useful for:

1. For Islamic State University of Maulana Malik Ibrahim Malang

As an ingredient to add information in similar research and can be one of the references of previous studies.

2. For the Development of Science

As an information material and input for Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu in social science learning to further enhance the creativity of Social Sciences teachers and student achievement.

3. For Researchers

To find out the pattern of creativity of social science teacher in Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu so that it can be a reference, especially for social science teacher.

4. For College Student

As one of the constructive suggestions for developing patterns of creativity of social science teacher that have an impact on student achievement.

E. Originality of Research

The originality of research is aimed at avoiding the resemblance of one study to another so that there is no resemblance between one research to another. There are six previous studies as a previous reference from the research that the author will do, here is a description of the research that the researchers made with previous research with a similar theme:

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First, research in the form of a journal written by Yesi Budiarti from the Department of Economic Education, FKIP Muhammadiyah Metro University in 2015 entitled "*Development of Creativity Ability in Social Studies Learning*", this research is a type of qualitative research that examines the development of creativity skills of social science teachers to develop students' creativity abilities in order to achieve the true objectives of social studies education.

Second, research in the form of a journal written by Muhajir in the Indonesian Social Sciences education journal in 2016 with the title "*Factors Influencing The Climate School At Indonesia School Of Kuala Lumpur* (SIK), *Malaysia*". This research is a type of quantitative research whose aim is to examine the importance of improving the quality of the school climate through interactions between school residents such as teachers, principals, and students so that they can improve the quality of student learning. The output of this research is the creation of good interactions between principals, teachers, and students and fostering trust, which will improve the quality of learning for students.

Third, this research is a journal written by Ken Nee Chee, Noraffandy Yahya, Nor Hasniza Ibrahim and Mohamed Noor from the Malaysian Journal of Higher Order Thinking Skills in Education in 2016 entitled "Connections *Between Creative Teachers and Their Creativity in Teaching*". This research is a type of qualitative research, the goal of which is to know the relationship between the

creative thinking ability of teachers to the teaching style of teachers which impact to student learning achievement.

Fourth, research in the form of a journal written by Afsaneh Ghanizadeh and Safoura Jahedizadeh from Cogent Education in 2017 entitled "*EFL Teachers' Teaching Style, Creativity, and Burnout: A Path Analysis Approach*". This research is a type of qualitative research that aims to examine the teaching style and learning model of English teachers in terms of creativity, approach, and analysis of learning in students.

Fifth, this research is in the form of a journal written by Sindang Sari and Omar Hendro, students and lecturers of the Palembang UMP Postgraduate program in 2017 entitled *"The Effect of Creativity, Communication, and Teacher Leadership on Student Learning Achievement in State Junior High Schools in Ilir Timur II Palembang District"*. This research is a type of quantitative research that focuses on how the influence of creativity, communication, and teacher leadership on student achievement. How the teacher directs students and makes the classroom atmosphere more fun and easier to understand through teacher creativity.

Sixth, this study is in the form of e-theses written by Suryani Ihwan, a student of UIN Alaudin Makassar in 2017 entitled "*Comparative Study of Learning Motivation and Learning Outcomes of Regular and Open Middle School Students at SMPN 1 Kec. Reok Kab. Manggarai, NTT*". This study examines the comparison

of motivation and student learning outcomes in two Junior High Schools. The aim is to find out how much motivation to learn and learning outcomes in two different schools so that researchers can compare what are the motivational factors and learning outcomes in the two schools. Here is a table of research originality:

No	Researcher's Name, Title, Form (thesis / journal), Publisher, and Year	Similarity	Difference	Originality Research
1	Yesi Budiarti, Pengembangan Kemampuan Kreativitas Dalam Pembelajaran IPS, Journal, Economic education at FKIP Muhammadiyah Metro University, 2015.	Examining the creativity of social studies teachers.	The object of research is the creativity of social studies learning globally, whereas the research is multi-site.	This research is focused on, developing teacher creativity patterns in social studies subjects so that students can more easily understand and

				not be bored in learning.
2	Ken Nee Chee, Noraffandy Yahya, Nor Hasniza Ibrahim and Mohamed Noor Hasan, *Connections Between Creative Teacher and Their Creativity in Teaching, Malaysian Journal of Higher Order Thinking Skills in Education*, Faculty of Education, Universiti Teknologi Malaysia, 2016.	Researching the relationship between the creativity of secondary school teachers in Malaysian classes.	The object of research is school teachers, in this study the focus is on social studies education teachers.	In this study, focused on the relationship between the creative thinking ability of teachers to the teaching style of teachers that impact on student achievement.
3	Afsaneh Ghanizadeh And Safoura Jahedizadeh,	Researching the role of teacher	This research focused on the teacher's	In this study, researching about the

	EFL Teachers' Teaching Style, Creativity, And Burnout: A Path Analysis Approach, Cogent Education, 2016.	creativity in teaching styles.	teaching style while in this study focused on the creativity of the teacher in increasing student creativity.	English learning model in terms of creativity, approach and analysis of learning in students.
4	Muhajir, *Factors Influencing The School Climate at Indonesia School of Kuala Lumpur* (SIK), Malaysia, Journal, Faculty of Teacher Training and Education, 2017.	Researching student achievement, but there is no specific role of the teacher.	This type of research is quantitative, while the study is qualitative. The object of research is the school climate, while this study is a comparison of teacher creativity and	In this study, researchers are more focused on the quality of interaction between school principals, teachers, and students as well as concepts from the school

			student learning achievement.	climate that can improve the quality of student learning.
5	Sindang Sari and Omar Hendro Pengaruh Kreativitas, Komunikasi, dan Kepemimpinan Guru Terhadap Prestasi Belajar Siswa Pada SMP Negeri di Kecamatan Ilir Timur II Palembang, Journal, Posgraduate UMP Palembang, 2017.	Researching teacher creativity in improving student learning achievement. But the role of the teacher here is not specific in a particular field of study.	This type of research is quantitative, while this research is qualitative. The object of his research is creativity, communication, leadership and achievement, whereas in this study is a comparison of social studies	In this study, researchers focused on how the influence of creativity, communication and teacher leadership on student achievement. How do teachers guide students and make the classroom

			teacher creativity and student achievement.	atmosphere more fun and easier to understand through teacher creativity.
6	Suryani Ihwan, Studi Komparasi Motivasi Belajar dan Hasil Belajar Siswa SMP Regular dan SMP Terbuka di SMPN 1 Kec. Reok Kab. Manggarai, NTT, UIN Alauddin Makassar, 2017.	Examining a comparison of student learning outcomes in two different schools.	This research focused on motivation and learning outcomes while in this study focused on the creativity of teachers in improving student achievement.	In this study, researching about the comparison of motivation and student learning outcomes in two Junior High Schools.

Table 1.1 Originality of Research

F. Definition of Terms

To facilitate the reader in understanding the general purpose of this study, the authors describe the definition of the terms contained in this study, which is as follows:

1. Creativity

Creativity in this research is the ability to create new ideas. Creativity is useful to stimulate thinking in observing and dealing with social phenomena so that it can help complete work more effectively and efficiently.

2. Teacher

The teacher intended in this study is an educator who is essentially a facilitator as well as an example for students who must have the quality and academic competence under national standards to realize the ideals of education.

3. Social Science Education

The Social Sciences meant in this research is an integrated study in the form of an integrated study that is divided into several groups of branches of science such as history, geography, anthropology, and economics. Social Sciences Education is useful as a means of problem-solving in dealing with problems and social inequalities that exist in society to create a personal and positive mental character.

4. Learning Achievement

Learning achievement intended in this study is the ability of a person to complete learning activities effectively and efficiently. Student learning achievement can be proven by the way students are given an exam or test that will produce tangible proof of value as a benchmark for cognitive understanding and mastery of subject matter.

G. Systematic Discussion

The systematic discussion of this research is as follows:

Chapter I Introduction covers the background of the problem, research focus, research objectives, research benefits, originality of research, the definition of terms, and systematic discussion. In this chapter, it is an introduction to research so that the reader has an initial overview of the material that will be discussed in more detail in the next chapter.

Chapter II Theoretical foundation in this chapter will explain the theoretical perspective and framework for thinking about the comparison of the creativity patterns of social science teacher at modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu and explanations related to student achievement.

Chapter III Research Methodology includes the approach and type of research, the presence of researchers, research locations, data, data sources, data collection techniques, and data analysis.

Chapter IV Research Results in this chapter, the researcher will describe the research procedures from the stages of implementation, presentation, and analysis of data to the discussion. Researcher describe the results of research obtained from the field to the process of data analysis so that it becomes accurate and corresponding to what researcher expect.

Chapter V The discussion in this chapter, the researcher will explain the data analysis of the results of the discussion based on the theoretical study in chapter II so that the results of this data analysis can be used to answer the problem formulation of the research the author is doing.

Chapter VI Concluding on this chapter, the researcher will explain the conclusions of all the series of studies that have been done so that the results that the researcher want can be obtained but also given advice based on the acquisition of the results of this study.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Basis

1. Boarding School Definition

Etymologically Boarding School comes from two words boarding and school. Kata boarding dari bahasa inggris yang dalam bahasa Indonesia memiliki arti menumpang dan school berarti sekolah, kemudian di serap dalam bahasa Indonesia menjadi sekolah berasrama.[6] In line with that, *istilah lain dari boarding school adalah sekolah berasrama dimana siswa mengikuti pendidikan reguler dari pagi hingga siang di sekolah kemudian dilanjutkan dengan pendidikan agama atau pendidikan nilai-nilai khusus di malam hari, selama 24 jam siswa berada di bawah pendidikan dan pengawasan para guru pembimbing*.[7]

Depart from Pesantren, etymologically Pesantren comes from the word "*santri*" *an*, where the word "*santri*" means students in Javanese. Santri in Soegarda means people who study Islam. Nurcholish Madjid *menyatakan bahwa kata santri*

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[6] Oktaviani Regina Ogelang dkk, *Boarding School di Manado* (Https://Media.Neliti.Com/Media/Publications/60851-Id-Boarding-School-Di-Manado-Architecture-F.Pdf, diakses 29 Juni 2020 jam 13.04 WIB).

[7] Kardiyah,dkk, *Studi Komparasi Akhlak Siswa Boarding School dan Non Boarding School di SMA Al-Ma'soem Sumedang*. Tarbawy : Indonesian Journal Of Islamic Education, Universitas Pendidikan Indonesia. Vol 1 No. 2 November 2014.

berasal dari bahasa Jawa yaitu "cantrik" yang berarti seseorang seseorang yang

selalu mengikuti seorang guru kemana pergi.[8]

Istilah "Pondok" berasal dari Bahasa Arab "funduuq" ("فندوق") yang

berarti penginapan. Khusus di Aceh, pesantren disebut juga dengan nama

"dayah".[9] The pesantren existed before Indonesia's independence. The pesantren

was originally established as a place for Islamic propaganda in Indonesia by Islamic

propagators who functioned as educational facilities as well as centers for the study

of Islamic religious sciences such as fiqh, Sufism, interpretation, monotheism, and

Arabic.

Pesantren education, besides being a place to transfer knowledge, also has

the following functions: 1) *pesantren sebagai lembaga pendidikan yang melakukan*

*transfer ilmu-ilmu agama (tafaqquh fi al-din) dan nilai-nilai Islam (*Islamic values*),*

pesantren sebagai lembaga keagamaan yang melakukan kontrol sosial dan

*pesantren sebagai lembaga keagamaan yang melakukan rekayasa sosial (*social

engineering*) atau perkembangan masyarakat (*community development*).*[10] The

purpose of establishing pesantren is to explore Islam as a guide to human life and

also to educate children to live independently by instilling Islamic values from an

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[8] B. Marjani Alwi, *Pondok Pesantren: Ciri Khas, Perkembangan, dan Sistem Pendidikannya.* Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan*,* Universitas Muhammadiyah Makassar. Vol. 16, No. 2 Desember 2013.

[9] Imam Syafe'i, *Pondok Pesantren: Lembaga Pendidikan Pembentukan Karakter*. Al-Tadzkiyyah: Jurnal Pendidikan Islam, Universitas Islam Negeri Raden Intan Lampung. Vol. 8, No. 1 Mei 2017.

[10] *Ibid*., hlm. 11.

early age so that they become obedient to Allah SWT as mentioned in Surah Al An'am verse 125 that is:

$$\text{فَمَن يُرِدِ ٱللَّهُ أَن يَهْدِيَهُ يَشْرَحْ صَدْرَهُ لِلْإِسْلَٰمِ ۖ وَمَن يُرِدْ أَن يُضِلَّهُ يَجْعَلْ صَدْرَهُ ضَيِّقًا حَرَجًا كَأَنَّمَا يَصَّعَّدُ فِى ٱلسَّمَآءِ ۚ كَذَٰلِكَ يَجْعَلُ ٱللَّهُ ٱلرِّجْسَ عَلَى ٱلَّذِينَ لَا يُؤْمِنُونَ}$$

Means:

"*Barangsiapa yang Allah menghendaki akan memberikan kepadanya petunjuk, niscaya Dia melapangkan dadanya untuk (memeluk agama) Islam. Dan barangsiapa yang dikehendaki Allah kesesatannya, niscaya Allah menjadikan dadanya sesak lagi sempit, seolah-olah ia sedang mendaki langit. Begitulah Allah menimpakan siksa kepada orang-orang yang tidak beriman.*"[11]

As explained in the verse, if Allah SWT wants his servants to be given instructions, then with His permission the light of faith will be opened so that his soul becomes peaceful, loves the best and feels pleasure given, and is grateful for the blessings given by Allah SWT. On the other hand, what is meant by "*dadanya sesak lagi sempit*" is a sign of people whose hearts are narrow from faith and knowledge in the sense that their hearts fall into apostasy and lust so no goodwill

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[11] Al Qur'an, *loc. cit.*

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enter them. While the word "*seakan-akan mendaki ke langit*" is the torture that is inflicted on them. Their disbelief in Allah SWT causes them to have no way to avoid torturing them for not being faithful and having faith in Allah SWT.

This verse shows that Allah SWT commemorates Muslims, especially parents, to always look after, care for, guide, and direct their good families so as not to deny Allah SWT. One effort to maintain family life is through Islamic based education, Islamic boarding school. It is also mentioned in the word of God surah At Tahrim verse 6 about one of the virtues of being a santri which reads as follows:

يَٰٓأَيُّهَا الَّذِيْنَ اٰمَنُوْا قُوْٓا اَنْفُسَكُمْ وَاَهْلِيْكُمْ نَارًا وَّقُوْدُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا مَلٰٓئِكَةٌ غِلَاظٌ شِدَادٌ لَّا يَعْصُوْنَ اللّٰهَ مَآ اَمَرَهُمْ وَيَفْعَلُوْنَ مَا يُؤْمَرُوْنَ

Means:

"*Wahai orang-orang yang beriman! Periharalah dirimu dan keluargamu dari api neraka yang bahan bakarnya adalah manusia dan batu, penjaganya malaikat-malaikat yang kasar dan keras yang tidak durhaka kepada Allah terhadap apa yang Dia perintahkan kepada mereka dan selalu mengerjakan apa yang diperintahkan.*"[12]

The existence of pesantren as a means of Islamic education is inseparable from the support of the community who want quality Pesantren graduates with

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[12] Al Qur'an, *loc. cit.*

moral values to be ready to face the goals of the times. Someone who studies Islam and lives in a boarding school is called a santri. Etymologically santri are people who study Islam deeply or people who worship seriously.

Pesantren as one of the institutions of Islamic education in Indonesia has several general patterns of traditional Islamic education that can be identified as follows:

a. *Adanya hubungan yang akrab antara kiai dan santri*

b. *Tradisi ketundukan dan kepatuhan seorang santri terhadap kiai*

c. *Pola hidup sederhana*

d. *Kemandirian atau indenpendensi*

e. *Berkembangnya iklim dan tradisi tolong menolong dan suasana persaudaraan*

f. *Disiplin ketat*

g. *Berani menderita untuk mencapai tujuan*

h. *Kehidupan dengan tingkat religiusitas yang tinggi*[13]

Islamic board*ing* schools in Indonesia are generally divided into 2 groups, one of which is the Salafi boarding school and modern boarding school. *Dalam*

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[13] B. Marjani Alwi., *Op.Cit*. hlm. 8.

konteks ilmu, orientasi utamanya adalah memberikan layanan dalam kajian agama Islam atau tafaqquh fi al-din kepada para santri.[14] Pesantren like this focus on the cadre of Islamic religious scholars who print Islamic cadres to spread and practice Islam through propaganda to the community. Over time, the globalization and modernization movement has grown rapidly which demands wise actions from pesantren. The orientation of pesantren which is only focused on cadre is considered less responsive to the dynamics of an increasingly developing society.

Over time, the development of Islam in the archipelago has shifted in various fields, one of which is in the field of learning systems, therefore many important updates have taken place in the pesantren. One form of renewal of the pesantren is the building of boarding schools. *Tujuan dari di bentuknya boarding school adalah sebagai upaya untuk mengawinkan antara pendidikan umum dan pesantren bertujuan untuk melaksanakan pendidikan yang lebih komprehensif-holistik, ilmu dunia (umum) dapat tercapai dan ilmu agama juga di kuasai.*[15]

Boarding school *sebagai salah satu lembaga pendidikan yang memiliki muatan material dan sprirital yang mempersiapkan peserta didik hidup dinamis baik bagi kehidupan dunia maupun kehidupan akhirat, tidak hanya berorientasi*

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[14] Happy Susanto dan Muhammad Muzakki, *Perubahan Perilaku Santri (Studi Kasus Alumni Pondok Pesantren Salafiyah di Desa Langkap Kecamatan Besuki Kabupaten Situbondo)*. Istawa: Jurnal Pendidikan Islam, Universitas Muhammadiyah Ponorogo. Vol. 2, No. 1 Februari 2017.

[15] Sutrisno Muslimin, *Problem dan Solusi Pendidikan di Sekolah Berasrama (Boarding School)* (https://www.academia.edu/4407946/problem_dan_solusi_pendidikan_di_sekolah_berasrama_boarding_school_oleh_sutrisno_muslimin_2_problem_dan_solusi_pendidikan_di_sekolah_berasrama_boarding_school_oleh_sutrisno_muslimin_pendahuluan, diakses 29 Juni 2020 jam 14.08 WIB).

pada ilmu "agama".[16] The presence of boarding schools in the modern era which is basically a form of modern collaboration from Islamic boarding school is an alternative education for parents who want their children to be a generation who are good at learning about the world while mastering the religious knowledge which brings positive influence and is the best place to leave. their children both in terms of education, safety, social life, health so as to avoid promiscuity.

In this institution, students are taught with incentives of religious sciences to a certain degree so that the output generated can contribute both in modern science to religious propaganda in the community. In this global era, Indonesia has hundreds to thousands of traditional to modern boarding schools scattered throughout the country. The learning system in boarding schools uses a modern curriculum as a reference for learning added with a characteristic Islamic curriculum.

Imam Asy-Shafi'i rahimahullah said, which belongs to the group of people meant by the Companions of the Apostles, *tabi'in, tabiut, tabi'in,* and the scholars of Salafus sholih:

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[16] Amrizal, *Sekolah Versus Pesantren Sebuah Perbandingan Menuju Format Baru Mainstream Lembaga Pendidikan Nasional Peniada Dikotomik*. Jurnal Sosial Budaya, UIN Suska Riau. Vol. 8 No. 1 Januari-Juni 2011.

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ

Means:

"*Barangsiapa yang menginginkan dunia maka hendaklah berilmu. Barangsiapa yang menginginkan akhirat, maka hendaklah dengan ilmu. Barangsiapa yang menginginkan keduanya, maka hendaklah dengan ilmu.*"[17]

This verse explains the importance of studying worldly and religious knowledge. By studying science, humans can understand and understand their rights and obligations as a servant. Knowledge learned in the world and religion can be useful for oneself and others, especially as time goes by, it's important to have a strong foundation so that it does not become entangled and faltered by the opinions of thought which are so rampant.

The following is a comparison between general schools and pesantren:

No	Pesantren	Public School
1	Pesantren has its own curriculum without following the education standards set by the government	Schools implement a curriculum that has been determined by national education standards and has been

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[17] Al Qur'an, *loc. cit.*

	and more emphasis on religious values in the teaching and learning process and students' scientific approaches.	determined by the government. The lesson units that have been set are general in nature and serve as a reference for the learning process of students.
2	The teaching method developed has the concept and implementation of daily life.	The teaching method used has several variations, including the following: lecture, role-playing, practicum, question, and answer, etc.
3	The teaching and learning environment is obtained directly from the guidance educator and settles in a dormitory.	The teaching and learning environment takes place for 7 hours or 9 hours a day and is done in class.
4	Components of learning residents in the pesantren consist of Kyai, dormitories, places of study, practical rooms, teachers, students, and guardians of students.	Components of learning citizens in schools consist of students, teachers, guardians of students.
5	Accommodate students/santri with heterogeneous backgrounds.	Accommodate students with homogeneous/diverse backgrounds.

		Students come from different backgrounds.

Table 2.1 The Differences of Pesantren and Public School

2. Definition of Teacher Creativity

Etymologically, creativity comes from English namely "to create" which means to create or make. In the Big Indonesian Dictionary (KBBI) creative means having creativity or having the ability to create. Creative can be called an ability to create something new using new ideas.

Nana Syaodih Sukmadinata *menyebutkan bahwa kreativitas adalah kemampuan untuk membuat kombinasi baru berdasarkan data, informasi atau unsur yang ada dan tersedia, menemukan banyak kemungkinan jawaban terhadap suatu masalah, dimana penekanannya adalah pada kualitas, ketepatgunaan dan keragaman jawaban, yang mencerminkan kelancaran, keluwesan dan orisinalitas dalam berpikir serta kemampuan untuk mengelaborasi suatu gagasan.*[18]

Mel Rhodes (in Teak, 2018) argues that creativity is a phenomenon, where someone (person) communicates a new concept (product) obtained as a result of a mental process (process) in generating ideas, which is an effort to meet the needs

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[18] Samsuri, *Motivasi dan Kreativitas Menguatkan Kepuasan Mengajar Guru*. Jurnal Pendidikan dan Studi Islam, Madrasah Ibtidaiyah Negeri 1 Bogor. No. 1 Vol. 6 maret 2020.

(press) which is influenced by ecological pressure. In the discussion of creativity contains four things, namely person, process, press and product.

Torrence (in Lestari, 2017) *mendefinisikan kreativitas sebagai sebuah proses menjadi sensitif pada suatu permasalahan, kekurangan, kekosongan dalam pengetahuan, elemen yang hilang, ketidakharmonisan, dan lain-lain, mengidentifikasi kesulitan, mencari solusi, membuat tebakan, atau membuat hipotesis mengenai kekurangan: melakukan tes pada hipotesis dan mengulang tes tersebut dan membuat modifikasi pada tes dan mengulang tes itu lagi, dan pada akhirnya dapat menjelaskan hasil yang didapatkan.*"[19]

Kreativitas diartikan sebagai penemuan atau penciptaan suatu ide yang baru atau ide yang belum pernah ada sebelumnya.[20] Creativity is a unique effort of an individual to create a new idea, where it is really needed in all aspects of life, one of them is in the world of education. In creativity, there is a process of creative thinking that is used to create new ideas and ideas. Thus, creativity has a complex concept in which there are various types of understanding and application in various forms and ideas that have their own uniqueness.

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[19] Jati Fatmawiyati. *Telaah Kreativitas* (https://www.researchgate.net/publication/328217424_telaah_kreativitas?enrichid=rgreqf1862554 a5e276631303a2939ebbd03axxx&enrichsource=y292zxjqywdlozmyodixnzqyndtbuzo2oda1mjaz mzm2njgznthamtuzoti2mda5otkymw%3d%3d&el=1_x_2&_esc=publicationcover.pdf, diakses 26 November 2019 jam 01.00 WIB).

[20] Yesi Budiarti, *Pengembangan Kemampuan Kreativitas dalam Pembelajaran IPS*. Jurnal Promosi: Jurnal Pendidikan Ekonomi, Universitas Muhammadiyah Metro. Vol. 3 No. 1 2015.

In the world of education, creative teachers try to provide as much space as possible for students in the learning process. Government Regulation, No. 19 of 2005, concerning National Education Standards states that the learning process is carried out interactively, inspirative, fun, challenges, and motivates students to be creative and actively participate, as well as provide sufficient space for the initiative, creativity, and independence following their talents, interests, and physical development as well as psychological students. Teachers who have creativity in the learning process have great opportunities in making variations of learning. With these variations, students become more interested in student learning compared to teachers with less creativity.

Creative teachers will have better skills and have an impact on creating better student learning achievement. With the creation of teacher creativity, it will spur student learning achievement to be even better with effective and efficient learning methods. Technological developments in the 4.0 era are increasingly developing in the world of education. One of the developments in the learning process in the field of education is the e-learning learning system that makes students able to access information without limits through the internet.

In this global era, the Asean Economic Community (AEC) becomes a global challenge where the level of competition between individuals is getting higher in all fields. Therefore we need competitive and quality human resources to be able to

take advantage of the existing situation, especially as an effort to improve life better in the future. Education is an important role as well as the main key in realizing superior, creative, and innovative human resources. Broadly speaking, Indonesia still maintains conventional learning styles that make students saturated because of the low level of teacher creativity, which is considered to be a very lacking orientation in the development of creativity. The learning process that is not accompanied by varied learning creativity will produce students who are not ready to face challenges in the future.

"Teaching for creativity is knowledged as forms of teaching that are aimed to develop young students' own creative thinking or behavior, and teaching creatively accounts for "using imaginative approaches and applications to make learning more interesting and effective".[21] Based on this opinion, the application of the teacher's creativity pattern can develop the mindset of students and can make memorizing subjects easier to understand while making the classroom atmosphere comfortable and conducive. Should the subject matter that has been arranged in the syllabus be applied with a unique learning method so that students better understand the subjects taught while developing the mindset of students who are active, creative, and innovative.

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[21]Ruya Ehtiyar dan Gozdegul Baser, *University Education and Creativity: An Assessment From Students' Perspective*, Eurasian Journal Of Educational Research, No. 80 Maret 2019.

Based on some of the opinions above, it can be concluded that creativity is a creation of ideas that did not exist before and then combined with new ideas so that it can be one of the unique problem solving and contains many ideas on a problem. In the world of education, teacher creativity is needed to spur student learning achievement. Teachers as facilitators and professionals must have creativity in the form of ideas and learning methods that make students more optimal in understanding subject matter and achieving academic achievement.

3. Characteristic of Teacher Creativity

Teachers as educators who have professions that require special expertise in the field of work. Teachers are educational staff who have the main task in guiding, teaching, directing, and evaluating students in formal education levels from primary to secondary education. As for creating a fun, effective, and efficient learning environment, creativity is needed to explore and develop the potential of students.

The importance of teacher creativity in learning is: *1) Kreativitas guru berguna dalam transfer informasi lebih utuh, 2) Kreativitas guru berguna dalam merangsang siswa untuk lebih berpikir secara ilmiah dalam mengamati gejala masyarakat atau gejala alam yang menjadi objek kajian dalam belajar, dan 3) Produk kreativitas guru akan merangsang kreativitas siswa. Pembelajaran tematik-integratif dinilai lebih efektif dalam melatih dan mengembangkan*

*kreatifiitas guru, karena dalam pembelajaran tematik-integratif guru harus
mendorong siswa agar turut aktif dalam proses pembelajaran.*[22]

The characteristics of creativity are divided into two aspects, namely aptitude (cognitive) and non aptitude (non cognitive). Aptitude is an aspect related to logic and cognitive abilities. While the non aptitude aspect is an aspect related to feelings. There are several aspects of cognitive aspects, namely the process of thinking smoothly, flexible thinking skills and detailed or elaborating skills. *Ciri-ciri non kognitif sama pentingnya dengan ciri-ciri kognitif, karena tanpa di tunjang oleh kepribadian yang sesuai kreativitas seseorang tidak dapat berkembang secara wajar.*[23] The following are the characteristics of cognitive creativity:

Skills in fluency thinking skills are people who are able to come up with many ideas, answers, problem solving or questions are able to provide many ways or suggestions to do various things and always think of more than one answer.

Flexible thinking skills, that is someone creative can produce ideas, answers or questions that vary, able to see a problem from different points of view, able to find many alternatives or different directions and able to change the approach or ways his thoughts. Rational thinking skills, namely individuals can give birth to

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[22] Delila Sari Batubara, *Studi Kasus tentang Kreativitas Guru pada Pembelajaran Tematik Integratif di SD Anak Saleh Malang*, Muallimuna: Jurnal Madrasah Ibtidaiyah, Vol. 5No. 1 Oktober 2019.

[23] Guntur Talajan, *Menumbuhkan Kreativitas & Prestasi Guru*, sebagaimana dikutip oleh Ahmad Syafi'i, *Pandangan tentang Kreativitas Guru Pembelajar, Sebuah Upaya Motivasi Belajar Siswa* (UNSURI Surabaya: proceedings Ancoms, 2017), hlm. 692.

new and unique expressions, can think of unusual ways to express themselves; and able to make unusual combinations of parts or elements.

Detailing or elaborating skills, namely creative individuals who have the characteristics of being able to enrich and develop an idea or product, and add or detail the details of an object, idea or situation so that it is more interesting. Judging or evaluating skills, that is someone creative is characterized as a person can to set his own assessment benchmarks and determine whether a question is true, a healthy plan, or an action wise, able to take decisions on open situations and not only spark ideas but also implement them.

Meanwhile, the characteristics of non-cognitive creativity (non-aptitude) are related to attitudes or feelings. Non-cognitive or affective traits relate to individual feelings and are interrelated and affect cognitive traits. Here are the characteristics of non cognitive: Imaginative, namely the ability in things that have never or never happened before by using the power of imagination. Feeling challenged in the sense of having the drive to overcome difficult and more challenging problems.

Dare to take risks, dare to make decisions with some of the worst possible risks, not afraid to fail or get criticized, and willing to admit the shortcomings and mistakes. Respect, understanding more important things in life, have a high sense

of self-esteem so they can appreciate direction and guidance in life. High self-esteem can also give a good appreciation to others.

Kreativitas pada dasarnya merujuk kepada seseorang untuk melakukan sesuatu yang baru baik berupa gagasan maupun karya nyata, baik dalam ciri-ciri yang berhubungan dengan kognisi dengan proses berpikir, maupun dengan ciri-ciri yang berkaitan dengan sikap dan perasaan. Baik dalam karya baru maupun kombinasi dengan hal-hal yang sudah ada, yang kesemuanya itu berbeda dengan apa yang sudah ada sebelumnya.[24]

Awareness of the importance of teacher creativity is very important, it's related to the characteristics of teacher creativity which has the ability to think smoothly in cognitive attitudes and abilities related to attitudes and feelings (non-cognitive attitudes). With the awareness to think creatively, teachers as educators can make new combinations in conveying ideas and new and unique ideas in conveying learning material in the classroom and developing the ability to solve problems and provide satisfaction to themselves.

The characteristics of creative teachers, as stated by Mark Sund, are as follows:

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[24] Ahmad Susanto, *Pendidikan IPS: Upaya Mengembangkan Kemampuan Berpikir Kreatif*. Prosiding Diskusi Panel Pendidikan "Menjadi Guru Pembelajar" Jakarta, 8 April 2017.

a. *Guru kreatif memiliki rasa ingin tahu yang sangat besar, sehingga mendorong seorang guru untuk mengetahui hal-hal baru yang berkaitan dengan aktivitas dan pekerjaannya sebagai guru.*

b. *Guru kreatif memiliki sikap yang ekstrovert atau bersikap lebih terbuka dalam menerima hal-hal baru dan selalu ingin mencoba untuk melakukannya dan dapat menerima masukan dan saran dari siapapun yang berkaitan dengan pekerjaannya dan menganggap bahwa hal-hal baru tersebut dapat menjadi pengalaman dan pelajaran baru bagi dirinya.*

c. *Guru kreatif biasanya tidak kehilangan akal dalam menghadapi masalah tertentu, sehingga sangat kreatif dan "panjang akal" untuk menemukan solusi dari setiap masalah yang muncul. Dan bahkan lebih cenderung menyukai tugas yang berat dan sulit karena akan menimbulkan rasa kepuasan tersendiri setelah mampu menyelesaikan tugas tersebut.*

d. *Guru kreatif sangat termotivasi untuk menemukan hal-hal baru baik melalui observasi, pengalaman dan pengamatan langsung dan melalui kegiatan-kegiatan penelitian. Hal ini disebabkan karena guru kreatif cenderung mencari jawaban yang luas dan memuaskan secara ilmiah.*[25]

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[25] Guntur Talajan. *Menumbuhkan Kreativitas dan Prestasi Guru*, (Yogyakarta: Laksbang Presindo, 2012), hlm. 34-35.

Creative teachers have a great curiosity and critical thinking so that they understand the subject matter to be taught and can integrate elements of creativity into the material to be conveyed. The maximum understanding of the teacher and the delivery of material will stimulate deeper student understanding.

Creative teachers must be open to criticism and suggestions to improve performance based on the experience that has been gained, by being open, the teacher will increase the ability to solve problems (problem solving), especially in learning activities in the classroom. Therefore, by increasing the ability of creative teachers, teachers will gain direct experience through the educational process in the classroom and can stimulate student learning achievement more optimally.

Teachers as students' guidelines are required to be able to involve students in all learning activities through learning methods and strategies. One method of learning that supports this process is the question and answer and discussion method. Linking the teacher's creativity through the material being taught will spur students to foster curiosity about the material being studied.

In social science learning, the question and answer method as a form of teacher creativity to test student understanding by appointing students to be active in class and evaluate the learning process. The use of the discussion method will train the courage, curiosity, and understanding of students towards the material

learned by involving teachers and students, to create an active and enjoyable learning environment.

The development of learning strategies is very influential in the learning process, if the strategies and techniques used are monotonous then students will quickly get bored and not pay attention to learning. In social science learning there are many theories and the lack of illustrations and learning media will affect the learning process of children. The use of print media that does not display illustrations of the material being studied will make students become bored and not interested in learning it, for example in history subjects, teachers can use role playing techniques as one of the strategies for implementing the material being studied.

One form of teacher creativity that is influential in the learning process of students is to motivate the students. Motivating the students will be an effort to motivate each activity to be done. In learning, by providing motivation, students will become more motivated to learn the material in the classroom.

The development of attractive and applicative learning media has become one of the characteristics of teacher creativity, learning media as a learning aid tool plays an important role in teaching and learning activities. In this modern era, there are many kinds of learning media to support student learning processes, one of which is the use of e-learning as electronic learning media.

Through electronic intermediaries connected to the internet, students will more easily dig up information and learn subject material along with illustrations and examples in everyday life. By utilizing learning media that attracts students' interest in the subject matter, students have more knowledge and skills regarding the material being studied. By using attractive learning media, teachers will be more flexible in teaching and can improvise in the learning process so that learning does not run monotonously and is not focused on print media that are generally used in the learning process.

Based on the characteristics of teacher creativity, by involving students in learning, providing motivation, the use of learning media that is updated and interesting and developing learning strategies that are used then it will stimulate the enthusiasm and desires of students to better learn, understand and apply existing learning in everyday life. Besides, teachers will also gain the ability and teaching skills and experience to develop varied teaching materials through innovation and new ideas in the learning process.

4. **Creative Teacher Indicators**

According to Purwanto (in Monawati 2018: 38), *pada kreativitas guru dalam proses belajar mengajar mencakup kemampuan guru dalam merencanakan*

proses belajar mengajar dan kemampuan guru dalam melaksanakan proses belajar mengajar.[26]

1) *Kemampuan guru merencanakan proses belajar mengajar*

For visitors, all activities planned will be more focused and also have more careful preparation. Likewise in learning activities, creative teachers plan learning activities well. Suryosubroto explain that in the planning stage of learning process, the teacher should be creative in terms of:[27]

a. *Merumuskan tujuan pembelajaran dengan baik*

In planning learning, creative teachers should formulate learning objectives following the learning plans that have been made so that learning activities become more focused and efficient. The learning objectives that are planned in the form of: the content of the learning material, the achievement of competencies that must be mastered by students, the methods and techniques used include planning approaches and teaching methods by utilizing available facilities and evaluation as a benchmark for student understanding.

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[26] Monawati dan Fauzi. *Hubungan Kreativitas Mengajar Guru dengan Prestasi Belajar Siswa*. Jurnal Pesona Dasar, Universitas Syiah Kuala. Vol. 6 No. 2 Oktober 2018.
[27] *Ibid.,* hlm. 39.

b. *Memilih buku pendamping bagi siswa*

In addition to using textbooks that have been determined by the school, in choosing companion books to support learning activities, teachers must be selective in determining which books are truly of high quality and applicable curriculum.

Buku penunjang adalah buku yang digunakan dalam memahami materi-materi yang digunakan nantinya dalam ujian ahkir semester (UAS). Buku penunjang berisikan informasi mengenai banyak hal seperti informasi materi yang di uji ataupun soal-soal yang membantu siswa dalam memahami materi yang ada.[28] A quality book has several important aspects that must be considered such as in terms of presentation, graphics and aspects of material discussion.

By choosing a quality companion book, the teacher will be more helpful to make students understand the material being discussed as well as to enrich students' cognitive understanding of the material being studied.

c. *Memilih metode mengajar yang baik*

Metode merupakan suatu alat dalam pelaksanaan pendidikan, yakni yang digunakan dalam penyampaian materi tersebut. Materi pelajaran yang mudah pun kadang-kadang sulit berkembang dan sulit diterima oleh peserta didik, karena cara

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[28] Harum Dwi Febriyanti dan Juli Murwani, *Pengaruh Pemanfaatan Buku Penunjang dan Jam Tambahan Belajar terhadap Hasil Belajar di SMAN 1 Wungu Kabupaten Madiun*. Assets: Jurnal Akuntansi dan Pendidikan, IKIP PGRI Madiun. Vol. 3 No. 2 Oktober 2014.

atau metode yang digunakannya kurang tepat. Namun, sebaliknya suatu pelajaran yang sulit akan mudah diterima oleh peserta didik, karena penyampaian dan metode yang digunakan mudah dipahami, tepat dan menarik.[29]

Along with it, Tayar Yusuf dan Syaiful *mengatakan bahwa ada beberapa faktor yang perlu diperhatikan dalam memilih dan mengaplikasikan sebuah metode pengajaran: 1) tujuan yang hendak dicapai, 2) kemampuan guru, 3) anak didik, 4) situasi dan kondisi pengajaran di mana berlangsung, 5) fasilitas yang tersedia, 6) waktu yang tersedia, dan 7) kebaikan dan kekurangan sebuah metode.*[30]

Therefore, in determining the right teaching method both from the planning side to the implementation, it is necessary to pay attention to several things such as: the conditions of teaching and learning activities, the available facilities and the learning objectives that have been planned so that an optimal learning environment and teaching process can be obtained.

d. *Menciptakan/menggunakan media atau alat peraga yang sesuai dan menarik minat siswa*

Teaching is an effort made by the teacher as a professional staff, namely guiding and teaching students about theory and practice in learning activities. In

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[29] Siti Maesaroh, *Peranan Metode Pembelajaran terhadap Minat dan Prestasi Belajar Pendidikan Agama Islam*. Jurnal Kependidikan, STAIN Purwokerto. Vol. 1 No. 1 November 2013.
[30] Kamsinah, *Metode dalam Proses Pembelajaran: Studi Tentang Ragam dan Implementasinya*. Lentera Pendidikan. Vol. 11 No. 1 Juni 2008.

delivering learning material, an intermediary is needed because if the delivery of information only verbally in addition to causing verbalism, it will trigger misperceptions as well as students become less understanding in understanding and capturing the essence of learning.

In the learning process, direct experience is needed in the form of student involvement both physically and psychologically so that learning can be more concrete. One of the efforts to improve students' cognitive understanding is using teaching aids and learning media. Media memiliki tugas sebagai guru dan menjadi sumber belajar bagi peserta didiknya. Dengan demikian media memiliki peran utama dalam keberhasilan pendidikan sedangkan alat peraga hanya menjadi perantara dalam memudahkan penyampaian informasi dari guru kepada peserta didiknya.[31]

By using attractive teaching aids and media, students will be motivated to think regularly and systematically while at the same time fostering motivation to learn the material and also increasing the effectiveness of communication and educational interactions between educators and students.

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[31] Nasaruddin, *Media dan Alat Peraga dalam Pembelajaran Matematika*. Al Khwarizmi, IAIN Palopo. Vol. 3 Edisi 2 Oktober 2015.

2) *Kemampuan guru dalam melaksanakan proses belajar mengajar*

Efforts to improve the quality of learning are very important to realize the quality of education graduates. The learning process is a process to improve the quality of learning starting from the analysis of each component that affects the learning process.

One of the learning components that have an important influence is the teacher. Professional and effective teachers are the key to the success of the teaching and learning process. *Guru adalah pekerjaan proffesional yang membutuhkan kemampuan khusus hasil proses pendidikan yang dilaksanakan oleh lembaga pendidikan keguruan.*[32] Which is means as a special ability in the educational process, namely the ability to teach the teachers.

Teaching ability can be seen through several basic competencies that must be mastered by teachers, one of which is personal competence and professional competence. Personality competence referred to here is how the teacher communicates and interacts with students, while professional competence can be seen from mastery the material, learning planning, learning implementation, and learning evaluation. This ability, if it's further improved, can have a tremendous impact on the learning process, one of which is if the teacher masters good teaching

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[32] Subandiyo, *Meningkatkan Kemampuan Guru dalam Melaksanakan Proses Belajar Mengajar Melalui Supervisi Kelompok*. Manajemen dan Supervisi Pendidikan, UPTD Dinas Pendidikan Dau. Vol. 1 No. 1 November 2016.

techniques, and also uses the right methods and approaches, students can further improve their cognitive abilities.

Therefore, teaching skills are very important for every educator to carry out their duties and obligations. Without good teaching skills, the teacher will not be able to make the learning atmosphere more enjoyable and it is difficult to pour new ideas as a way to attract student interest while providing active and innovative learning motivation.

5. Creativity of Social Science Teacher

At school, each subject has a learning goal with weights and main points that students must understand in to meet the learning objectives themselves. One of them is a social science lesson that has a lot of theory and implementation that requires teacher creativity in delivering material in the classroom.

From the findings put forward by Marpaung in Sugiman (2000: 23 in Ahmad Susanto, 2017) explained that there are fundamental problems in learning social sciences, namely among others: (1) *siswa hampir tidak pernah dituntut untuk mencoba strategi sendiri, atau cara alternatif dalam memecahkan masalah (2) siswa pada umumnya duduk sepanjang waktu di atas kursi, sangat jarang siswa bebas berinteraksi dengan sesama siswa selama pelajaran berlangsung (3) guru*

tidak berani mengambil keputusan yang bersifat kurikulum demi kepentingan kelas.[33]

One of the problems faced by social science teacher is unilateral learning, the teacher is still imposing his will so that students who are less active in the classroom become passive and lack understanding of the lesson. Understanding of students is still not optimal and the lack of flexibility to isolate problems individually or in groups.

In social science learning, teachers are not accustomed to using creative learning models to direct and guide students to understand the concepts to be learned. The learning model plays an important role in social science learning which can stimulate students' critical and creative thinking. Modern learning models that can be used in social science are, among others: model pembelajaran pemecahan masalah (*base problem solving), inquiry, cooperative learning*, *dapat menumbuhkan berpikir kreatif, dan kritis pada siswa*.[34]

By using these methods, students will be motivated to solve problems that occur and can solve problems and foster self-confidence. Besides, by using the inquiry and cooperative learning methods, students' way of thinking and learning becomes more directed and efficient.

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[33] Ahmad Susanto, *Pendidikan IPS: Upaya Mengembangkan Kemampuan Berpikir Kreatif.* Prosiding Diskusi Panel Pendidikan "Menjadi Guru Pembelajar" Jakarta, 8 April 2017.
[34] *Ibid.,* hlm. 3.

In connection with social science learning in the development of creative thinking, what teachers need to do is to create an atmosphere that is laden for the creativity of children to trigger growth and development in their learning activities. Torrence and Goff (2002: 231, in Ahmad, 2020) revealed several efforts that can be made to condition the atmosphere that supports the growth and development of children's creativity in learning activities are:

1. *Membelajarkan siswa untuk menghargai dan menyenangi upaya kreativitas mereka sendiri*

2. *Menghargai pertanyaan-pertanyaan luar biasa atau aneh yang di ajukan siswa*

3. *Menunjukkan kepada siswa bahwa ide-ide mereka memiliki nilai, yaitu dengan cara mendengarkan dan memperhatikan ide-ide mereka*

4. *Mendorong siswa untuk menguji ide-ide mereka dengan cara menggunakan dan mengkomunikasikannya dengan anak lain*

5. *Menyediakan kesempatan dan memberikan penghargaan terhadap pembelajaran yang dilakukan atas inisiatif mereka sendiri*

6. *Memberikan kesempatan kepada siswa untuk belajar berpikir dan menemukan, tanpa takut akan adanya evaluasi yang tiba-tiba.*[35]

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[35] *Ibid.*, hlm. 5.

Based on the statements above, it can be concluded that creative social science teacher can adapt to the classroom environment and are open, that is, accept and respond well to questions from students by involving students in learning activities using new ideas and appropriate learning methods for fishing student initiatives and provide opportunities for students to further explore social science lessons. As the final step in learning, the teacher will evaluate to measure the level of student understanding and give rewards to the achievements that have been achieved.

6. Factors that Influence Teacher's Creativity

Creativity can grow wherever and whenever from any individual. Each individual has a different level of creativity depending on how to cultivate, shape, and develop their creative talent. There are several factors affect teacher creativity, namely supporting and inhibiting factors. The supporting factors are as follows:[36]

a. *Keaktifan guru dalam komunitas profesi*

The activeness of teachers in academic activities, professional organizations and training in the field of education will develop insight, skills, and creativity of teachers as problem-solving and as experience to develop skills and abilities in teaching.

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[36] Delila Sari Batubara, *Studi Kasus tentang Kreativitas Guru pada Pembelajaran Tematik Integratif Di SD Anak Saleh Malang*, Muallimuna: Jurnal Madrasah Ibtidaiyah, Vol. 5No. 1 Oktober 2019.

b. *Rekan kerja guru yang ramah dan peduli*

A safe and comfortable work environment and atmosphere will make teachers become more active, comfortable, and enthusiastic about working at school so that teachers will work more optimally to provide the best in educating and making the name of the institution better.

c. *Kelengkapan sarana pembelajaran*

Schools that have good and complete learning facilities will encourage students to be more active and better understand the lessons learned with the help of learning facilities. The teacher as a facilitator in learning uses creativity in utilizing existing facilities such as using unique and fun learning media to attract students' learning interests.

d. *Motivasi berprestasi*

Achievement motivation motivates teachers to always evaluate learning outcomes and improve how they teach. By evaluating teaching methods, teachers will be motivated to improve teaching methods, in terms of methods and learning strategies by utilizing existing media and creating a comfortable and conducive learning environment. In addition to supporting factors of teacher creativity, there are inhibiting factors that become obstacles to teacher creativity as follows:

a. *Pendidikan guru kelas yang tidak linier*

Education is an important element that must be taken to become a teacher. Through formal education will give effect to the level of creativity of teachers who will gain knowledge to encourage them to be more creative in understanding and solving the problems they face. Taking the education of class teachers who are not linear with the field being taught will affect the creativity of the teacher. This is due to differences in knowledge learned and subjects to be taught.

By taking linear education, this will make the teacher have a deeper understanding of the field in the field compared to the teacher who is not linear in his field of education. Teachers who take linear education will better understand and provide more optimal understanding to students using learning media that is integrated with the material being studied.

b. *Kurangnya penghargaan dari atasan*

Evaluation of a program that is carried out is very important to monitor and improve it. The form of the evaluation itself can be in the form of appreciation or appreciation from superiors to their members and is considered very useful in encouraging and encouraging teachers to be creative and achievement. Without appreciation and encouragement from superiors, the teacher will usually be lazy to show creativity and less than the maximum in teaching.

c. *Kesejahteraan guru*

Welfare is basically a condition of someone who has a good condition, prosperous, healthy, peaceful, comfortable, and safe. With the fulfillment of the teacher's creativity, it will spur the spirit to improve teacher performance, in addition to the welfare of teachers can improve the quality of education. Improvement of teacher welfare in accordance with Law No. 14 of 2005 concerning teachers and lecturers which contains the income above the minimum along with social welfare.

As stated by Wijaya & Ruslan (in Monawati, 2018), the growth of creativity among teachers is influenced by several things, including:[37]

a. *Iklim kerja yang memungkinkan para guru meningkatkan pengetahuan dan kecakapan dalam melaksanakan tugas*

Work climate is related to school climate as one of the most dominant factors in determining the quality of one's work. The success factor of the work climate is the interaction between the principal, teachers, students, and school residents.

Webb & Norton noted that the "interaction" is important to the school system and the human resources function because it impacts on entire important

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[37] Monawati dan Fauzi. *Hubungan Kreativitas Mengajar Guru dengan Prestasi Belajar Siswa*. Jurnal Pesona Dasar, Universitas Syiah Kuala. Vol. 6 No. 2 Oktober 2018.

role in determining that the school system is and what it might become.[38] Based on this opinion it can be concluded that to create interactions that have a positive impact it is important for school residents to pay attention to effectiveness and create a positive environment in the school environment. Teachers who work in a good work climate will be encouraged to maximize teaching abilities and skills.

b. *Kerjasama yang cukup baik antara berbagai personel pendidikan dalam memecahkan permasalahan yang di hadapi*

Cooperation between educational personnel can be built as a first step to synergize with one another. All parties involved in the collaboration built to meet educational goals have their respective portions, one of which is by establishing good relationships with school equipment. Establishing good relations and cooperation between educational personnel will improve the quality and quality of education.

c. *Pemberian penghargaan dan dorongan semangat terhadap setiap upaya yang bersifat positif bagi para guru untuk meningkatkan prestasi belajar siswa*

The award is very much needed as a form of evaluation and appreciation of the work that can be at the same time as an injection of enthusiasm to improve

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[38] Muhajir, *Factors Influencing The School Climate at Indonesia School of Kuala Lumpur (SIK), Malaysia*, Jurnal Pendidikan IPS Indonesia, Universitas Dr. Soetomo Surabaya. Vol. 2 No. 1 Maret 2017.

teacher performance in the future in the learning process. The activity of giving appreciation or appreciation to teachers is expected to motivate and improve the professionalism of teachers in the field of educational staff as well as professionals to improve the quality of education.

d. *Pemberian keperluan dan dorongan semangat terhadap setiap upaya yang bersifat positif bagi para guru untuk meningkatkan diri dan mempertunjukkan karya dan gagasan kreatifnya*

Provision of school needs to improve themselves to teachers is a matter that must be considered such as the fulfillment of school infrastructure facilities, educational facilities, and teaching media to facilitate teachers in pouring their creativity in teaching and can increase student understanding in the subjects studied can be encouragement and motivation teaching for teachers that will have a positive impact in the learning process.

e. *Menimpakan kewenangan yang cukup besar kepada para guru dalam melaksanakan tugas dan memecahkan permasalahan yang dihadapi dalam pelaksanaan tugas*

The teacher has an important role in helping the process of internalizing positive values to students. As an educator, teachers have a great responsibility in educating their students. By entrusting the responsibility to the teacher in guiding students, the teacher has the authority to educate students to gain knowledge,

understanding to be able to master the subject matter to the maximum in the school and be able to solve the problems encountered during the process of implementing tasks in educating students.

f. *Pemberian kesempatan kepada para guru untuk ambil bagian dalam merumuskan kebijaksanaan yang merupakan bagian dalam merumuskan kebijakan-kebijakan yang berkaitan dengan kegiatan pendidikan di sekolah yang bersangkutan, khususnya yang berkaitan dengan peningkatan prestasi belajar*

By providing opportunities for teachers to take part in formulating policies related to education in schools, teachers can further explore learning activities and contribute new ideas, especially those with expert experience in teaching. This is very helpful in a more mature learning planning process to improve student achievement.

7. The Definition of Teacher

In the Big Indonesian Dictionary (KBBI), the teacher is the person whose job (his livelihood, profession) teaches. According to the 1945 Constitution number 14 of 2005, the general provisions of teachers and lecturers in article 1 paragraph 1 mentioned that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in the education of children. early formal education pathways, basic education, and

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secondary education. Educators in Islam, better known as *murobbi*, are derived

from the words *robba, yurobbi, tarbiyatan*.

The teacher in the treasures of Islamic thought written by Marno and Idris

in his book said that:

> *Dalam khazanah pemikiran Islam, istilah guru memiliki beberapa istilah, seperti ustad, muallim, muaddib dan murabbi. Istilah muallim lebih menekankan guru sebagai pengajar dan penyampai pengetahuan (knowledge) dan ilmu (science), istilah muaddib lebih menekankan guru sebagai pembina moralitas dan akhlak peserta didik dengan keteladanan, sedangkan istilah murabbi lebih menekankan pengembangan dan pemeliharaan baik aspek jasmaniah maupun rohaniah. Sedangkan istilah yang umum dipakai dan memiliki cakupan makna yang luas dan netral adalah ustad yang dalam bahasa Indonesia berarti guru.*[39]

Mua'llim is a teacher or convey knowledge to others and practice the

knowledge. *Muallim* practices knowledge because of Allah and does not expect a

reply from students. *Muallim* as a teacher who practices his knowledge to students

also conveys the content and values contained in the knowledge learned.

Mua'ddib which comes from the word "*adab*" which is manners is the

formation of discipline, ethics, morals and attitude. *Mua'ddib* or *Ta'dib* have high

character so that they can instill a personal example in students.

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[39] M. Idris Marno, Strategi, *Metode dan Teknik Mengajar* sebagaimana dikutip oleh Srifariyati, *Kualifikasi Guru Qur'an Hadits di Madrasah* (Jurnal Madaniyah, Vol. 2 Edisi IX Agustus 2015). hlm. 272.

Murrabi is a broader stage of *mua'llim* that is to improve, lead, *mentadbir*, educate, and teach students through spiritually, bodily, physically, and mentally so that they can live and implement the knowledge learned.

While there are 4 educators in the Holy Al Qur'an, namely Allah SWT, Nabi Muhammad SAW, orang tua, dan pendidik, namely as follows [40]:

a. Allah SWT

Allah is the creator of the universe and its contents are the first teachers that exist. This was proven when Allah SWT taught the Prophet Adam AS about what isn't yet known by angels, as in the word of Allah SWT which reads as follows:

وَعَلَّمَ اٰدَمَ الْاَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلٰٓئِكَةِ فَقَالَ اَنْبِـُٔوْنِيْ بِاَسْمَآءِ هٰٓؤُلَاءِ اِنْ كُنْتُمْ صٰدِقِيْنَ

Means:

"Dan Dia ajarkan kepada Adam nama-nama (benda) semuanya, kemudian Dia perlihatkan kepada para malaikat, seraya berfirman, "Sebutkan kepada-Ku nama semua (benda) ini, jika kamu yang benar!" (Q.S Al Baqarah: 31)

History of the hadith of Ibn Abbas R.A said "Allah taught Adam the names of all substances and their movements, both small and large. These names are

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[40] Sukring, *Pendidik dan Peserta Didik dalam Pendidikan Islam*, (Yogyakarta: Graha Ilmu, 2013), hlm. 77.

known by humans, such as the names of people, animals, earth, lowlands, seas, camel mountains, donkeys, and other names ".

Then the prophet Adam AS stated these objects with the permission of Allah SWT. Angels who do not know the knowledge of what has been questioned by Allah SWT while answering in surah Al Baqarah verse 32 which reads:

قَالُوْا سُبْحٰنَكَ لَا عِلْمَ لَنَآ اِلَّا مَا عَلَّمْتَنَا ۗ اِنَّكَ اَنْتَ الْعَلِيْمُ الْحَكِيْمُ

Means:

"Mereka menjawab, "Mahasuci Engkau, tidak ada yang kami ketahui selain apa yang telah Engkau ajarkan kepada kami. Sungguh, Engkaulah Yang Maha Mengetahui, Maha Bijaksana."[41]

God as the first teacher has a high position, besides that Allah SWT both, directly and indirectly guides and guides people to the path that is good and right. Allah SWT indirectly gives revelations to humans to educate humans through revelations that are conveyed through the intermediary angel Jibril to the Prophet Muhammad SAW who then the Prophet guides his people following with the revelations that have been said by Allah SWT.

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[41] Al Qur'an, *loc. cit.*

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b. Nabi Muhammad SAW

The Prophet Muhammad SAW in addition to being a Prophet and Apostle, the Prophet also played an important role in education because it was directly appointed by Allah to deliver His revelations to the Muslims. The revelation was also taught by the companions of the Prophet through certain methods and strategies, so that the people of the Prophet who lived in his day were interested in learning it.

One method that is applied to spread the teachings of Allah SWT is through *da'wah*. By using these methods, the teachings of Allah SWT are spread to generations and are applied in everyday life. The contents of the revelations that were spread by the Prophet and companions were immortalized and collected into one manuscript that as the times have evolved to date are known as the Muslim holy book, the *Qur'an*.

c. *Orang tua*

Parents have an important role as educators because from birth, parents are the first humans known to children. The role of the dominant parent will determine the character and personality of the child from birth to adulthood. Parents are the party closest to the child is the main determining factor as well as determining the child's development process, therefore determining the pattern of child care and

education is the main thing that must be considered from the beginning of birth to adulthood.

d. Pendidik

The teacher or educator is someone who is an example or role model by students. The teacher has the second important role after parents when in an educational institution, this is because the teacher teaches a person from not knowing to know through the learning process. The position of the teacher as a professional educator has an important role in the world of education, one of which is to raise the level of educators to educate the nation's generation.

The higher the competence of teachers, the more the creation, and development of Indonesia's human development in accordance with the ideals of independence. In other words, the portrait and face of a nation (the Indonesian people) in the future is reflected in the portrait of the present teacher. *Masyarakat menempatkan guru sebagai panutan seperti di ungkapkan oleh Ki Hajar Dewantara yang mengatakan "Ing ngarso sung tulodho, Ing madya mangun karso, Tut wuri handayani" atau jika berada dibelakang memberikan dorongan, ditengah membangkitkan semangat, di depan memberikan contoh-teladan.*[42]

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[42] Hamid Darmadi, Tugas, Peran Kompetensi, dan Tanggung Jawab Menjadi Guru Professional. Jurnal Edukasi, IKIP PGRI Pontianak. Vol. 13. No. 2 Desember 2015.

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Teacher's Assignment

                                            Educate  ──►  Forward and develop
                                                          science and
                                                          technology

                      Profession  ──►      Teach    ──►  Continuing and
                                                          developing life values

                                            Train    ──►  Develop skills and
                                                          their application

                                                     ──►  Become a second person

                                                          Definition:
                      Humanity    ──►                     - homoludens
                                                          - homopuber
                                                          - homosapiens

                                                     ──►  Self Transformation

                                                     ──►  Auto identification

                                                     ──►  Educating the Indonesian people

                      Society     ──►                     Educate and teach the community
                                                          to become Indonesian citizens
                                                     ──►  who are moral with Pancasila
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Picture 2.1 Teacher's Role

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Based on the picture above, the teacher's task consists of 3 namely profession, humanity and society. The task of the teacher in the professional field consists of 3 parts namely educating, teaching, and training which aims to continue and develop the values of life, develop science and technology and develop skills and its application in life.

The task of the teacher in the field of humanity is to act as a second parent who nurtures and guides students when outside the home environment so as to shape the character of the child for the better. In the social field, the teacher has the duty to educate and teach the community to be good and moral citizens and to inspire the life of the nation in accordance with paragraph 4 of the 1945 Constitution of the Republic of Indonesia.

8. **Teacher's Role and Function**

In Law number 14 of 2005 concerning teachers and lecturers, the position of the teacher as a professional as referred to in Article 2 paragraph (1) serves to improve the dignity and role of the teacher as a learning agent functions to improve the quality of national education. Republic of Indonesia Law No. 14 of 2005 concerning Teachers and Lecturers, explained that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional tasks.

According to Law No. 20 of 2003 and Law No. 14 of 2005, the role of teachers is as educators, instructors, mentors, directors, trainers, assessors, and evaluators of students. The teacher is an educator, who becomes a figure, role model and identification for students and their environment. According to Law No. 14 of 2005, concerning teachers and lecturers in article 4 What is meant by the teacher as a learning agent (learning agent) is the role of the teacher, among others, as a facilitator, motivator, motivator, learning engineer, and learning inspiration giver for students.

9. Characteristics of Professional Teachers

Karakteristik guru merupakan sifat khas yang di miliki oleh seorang guru dalam kaitannya dengan proses pembelajaran di dalam kelas. Sifat ini yang akan membedakan antara guru yang satu dengan guru yang lain ketika melakukan proses pembelajaran.[43] Even though each teacher has a different character and nature, but a teacher must have competencies and expertise in accordance with national education standards to achieve the goals of education.

In-Law Number 14 Year 2005, concerning Teachers and Lecturers article 7 paragraph 1, the principles of a professional teacher include the following characteristics:

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[43] Ragil Saifulloh dan Ali Mustofa, *Tafsir Surat Ar-Rahman Ayat 1-4 : Karakteristik Guru*. Jurnal Qolamuna, STIT Al Urwatul Wutsqo Jombang. Vol. 3 No. 1 Juli 2017.

a. Having talents, interest, vocations, and idealism

b. Have educational qualifications and educational background according to the field of work

c. Have the competencies needed in accordance with the field of duty

d. Having a bond of professionalism and professional code of ethics

e. Responsible for carrying out professional tasks

f. Obtain the specified income in accordance with work performance

g. Have the opportunity to develop a sustainable profession

h. Having a professional organization that has the authority to regulate matters related to professionalism. (State Secretariat, 2005: 15)

The personality characteristics of teachers as educators have a big influence on the development of students. Teachers who have personalities who are competent will set good examples and deserve to be followed by students. One of the characteristics or characteristics that must be possessed by the teacher mentioned in the Holy Qur'an Surah Ar-Rahman verses 1-4 are as follows:

الرَّحْمَنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

Means:

"*Allah Yang Maha Pengasih, Yang telah mengajarkan Al Qur'an. Doa menciptakan manusia, mengajarkannya pandai berbicara.*"[44]

The verse explains about the position of Allah SWT as an educator, that educators should have the character of compassion to guide their students as the nature of God in that surah. *Sebagai seorang guru hendaknya memiliki sifat lemah lembut yang menyayangi murid-muridnya dan selalu sabar dalam menyampaikan pelajaran kepada peserta didik. Semua yang di lakukan guru yang berjiwa rahman itu didasarkan oleh rahmat kasih Allah-lah yang diberikan kepadanya.*[45]

A teacher who has the character of Rahman in himself certainly has a sincere spirit to struggle to convey knowledge to his students. A teacher who has a sincere spirit to teach science will not discriminate between his students and doesn't choose his students because he solely carries out his obligations as a servant of Allah who obeys His rules and teachings and does not expect rewards from humans.

As an educator it is obligatory for knowledge, in addition to having a spirit of sincerity and affection, a teacher must be knowledgeable (*'Aalim*). Teachers with knowledge are characterized by their ability to explore knowledge as a need to teach the material to students. A teacher who thinks actively and understands the subject

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[44] Al Qur'an, *loc. cit.*
[45] *Ibid*,. hlm. 84.

matter will deliver the material to the maximum. Teacher creativity combined with knowledge and skills possessed will support an effective and efficient learning process.

Teachers who understand students will have the design, methods and strategies and evaluation in the learning process. This is in accordance with the competencies that teachers must have, namely pedagogical competence, that is, understanding students by mastering theories and learning strategies to the development of students. In the learning process, the teacher as a leader, a person who is in gugu and imitated as a benchmark for students to behave and in learning should be able to direct and guide students to achieve learning goals and ensure students to understand the lessons learned.

The teacher as the designer of instruction must be skilled and understand the learning design that has been arranged. By compiling the implementation of learning (RPP), the teacher will teach teaching skills with learning materials that have been prepared in conveying the learning process in the classroom.

The learning plan is the initial stage in starting the learning process is a learning process scenario from beginning to end as well as a benchmark assessment of teacher performance skills in planning learning in class. By preparing the right learning design, the teacher will be easier to monitor the progress of students and determine learning targets.

10. Teacher Competence

Based on the National education policy, the government has formulated four teacher competencies as stated in Law No. 14 of 2005, concerning Teachers and Lecturers Article 8 explains that teachers must have academic qualifications, competencies, educational certificates, physically and mentally healthy, and have the ability to realize the goals of national education. There are several characteristics of competency:

a. A competency consists of one or more skills whose mastery would enable the attainment of the competency.

b. A competency is linked to all three of the domains under which performance can be assessed: knowledge, skills, and attitude.

c. Possessing a performance dimension, competencies are observable and demonstrable.

d. Since competencies are observable, they are also measurable. It is possible to assess a competency from a teacher's performance. Teaching competencies may require equal amounts of knowledge, skill and attitude, but some will not. Some competencies may involve more knowledge than

skill or attitude, wheres, some competencies may be more skill or performance-based.*[46]*

Based on the above statement, competencies can be observed, measured, and demonstrated, and consist of one or more who have different levels of achievement. By having competence, the teacher will have the ability to teach more in various fields such as science, attitudes, and different skills. By having teacher competence, it will improve the quality of teaching and benefit both parties both teachers and students.

Dalam undang-undang Guru dan Dosen Nomor 14 tahun 2000 dan Peraturan Pemerintah Nomor 19 tahun 2005 dinyatakan bahwa kompetensi guru meliputi kepribadian, pedagogik, professional, dan sosial.[47] The following is an explanation of the competencies of the teacher:

a. *Kompetensi Kepribadian*

Is a personal ability that reflects a personality that is good, stable, mature, wise and authoritative, be an example for students, and have good character. In this competency, it is expected that an educator can be an example by students and the

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[46] Olga Nessipbayeva, *The Compentencies of the Modern Teacher*. Suleyman Demirel University, Kazakhstan. 2012.

[47] Martinis Yamin dan Maisah, *Standarisasi Kinerja Guru*, sebagaimana dikutip oleh Supriyandi dkk, *Survei Kompetensi Pedagogik Guru Pendidikan Jasmani Sekolah Menengah Pertama yang Telah Mendapatkan Sertifikasi di Kabupaten Ketapang* (Pontianak: FKIP Untan, 2013), hlm. 1.

community and can evaluate their performance in order to develop their abilities in a sustainable manner.

b. *Kompetensi Pedagogik*

Is an understanding of students, planning and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have. In pedagogical competence, it is very much needed educational insights both in terms of students, curriculum, design and implementation of learning to evaluation of learning outcomes so that educators can monitor the development of students' academic potential on a regular basis.

c. *Kompetensi Profesional*

The ability to master extensive and in-depth learning material, which covers the mastery of curriculum materials in school subjects and the scientific substance that overshadows the material, as well as mastery of the structure and methodology of science. In professional competence, educators must understand the structure, concepts and scientific methods in teaching materials that exist in the school curriculum then connected with their application in daily life.

d. *Kompetensi Sosial*

Is the ability of teachers to communicate and get along effectively with students, fellow educators, educational staff parents/guardians of students and

surrounding communities. In social competence, educators must be able to communicate well with students, student guardians, and the community.

11. Teacher Certification

In law number 14 of 2005, concerning Teachers and Lecturers in article 8, teachers are required to have academic qualifications, competencies, certificates of physical and mental health educators, and have the ability to realize national education goals. Based on the above law, a teacher must have certification in order to meet appropriate qualifications and have competencies that are in line with national teacher standards.

The intended competencies are pedagogical, personality, social and professional competencies. One of the requirements that must be taken in teacher certification is a competency test by attaching a health certificate from a doctor and proof of diploma. The following is the certification procedure for teachers in positions:
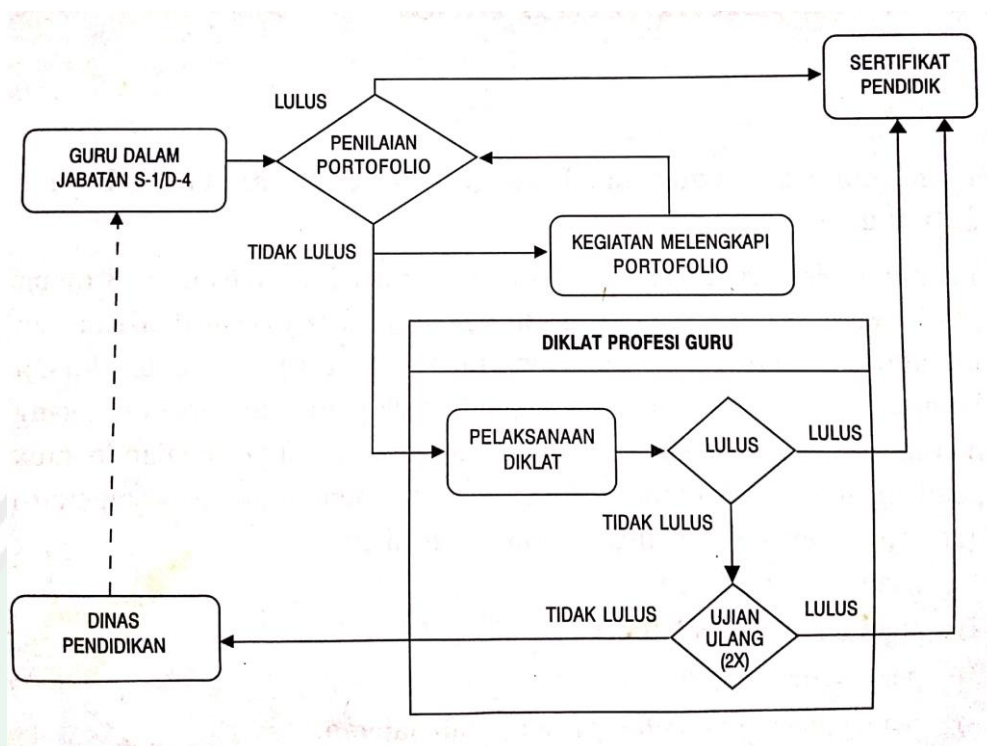
Picture 2.2 Teacher Certification Assessment

Based on the picture above, the requirements for the completion of teacher certification, professional educators are required to have a minimum educational history of S-1/D-4, which is proven by having an educator's certificate after passing the competency test. By having an educator certificate, you will get several benefits, such as getting a professional allowance from the government of one teacher's basic salary.

Professional allowance intended in the government regulation (PP) number 19 of 2017 concerning amendments to government regulation number 74 of 2008 concerning teachers in article 1 paragraph 6 namely professional allowance is

allowance given to teachers who have an educator certificate as an award for his professionalism.

Not only in Indonesia, basically teacher certification already existed in 2007, the United States was the first country to certify teachers through an independent body, namely the American Association of Colleges for Teacher Education, through this body, teachers were determined to be worthy or not to be prospective educators after conduct competency tests. Some countries in Asia also follow teacher certification, such as the Philippines, Malaysia, and Japan to have quality education and do not lag behind education in developed countries.

The rationalization of the existence of this certification is that if an educator has good competence, it will have a good performance followed by a good income because it is balanced with the competence and performance in his possession. Therefore, it is hoped that the importance of an educator has a professional certificate because it will have a good impact and improve the quality of education.

Masnur Muslich explain about teacher creativity that: *Adapun manfaat dari uji sertifikasi yaitu (1) melindungi profesi guru dari praktik layanan pendidikan yang tidak kompeten sehingga dapat merusak citra profesi guru itu sendiri. (2) melindungi masyarakat dari praktek pendidikan yang tidak berkualitas dan professional yang akan menghambat upaya peningkatan kualitas pendidikan dan penyiapan sumber daya manusia di negeri ini. (3) menjadi wahana penjamin mutu*

bagi LPTK yang bertugas mempersiapkan calon guru dan juga berfungsi sebagai control mutu bagi pengguna layanan pendidikan. (4) menjaga lembaga penyelenggara pendidikan dari keinginan internal dan eksternal yang potensial dapat menyimpang dari ketentuan yang berlaku.[48]

There are several professional competencies that must be possessed by an educator, as follows:

a. *Kemampuan mengenal secara mendalam peserta didik yang hendak di layani*

The teacher as a professional besides paying attention to aspects of mastery of the material also pays attention to the implementation of the results of learning activities in daily activities. By getting to know students personally, the teacher can explore the potential and develop students' interests and talents to maximize the learning process through the 4 basic competencies that the teacher has.

It is important for a teacher to get to know students' characters better, because everyone has different characters. If there are 30 students in a class, there are 30 different characters. By recognizing the character of students, educators will

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[48] Masnur Muslich, *Sertifikasi Guru Menuju Profesionalisme Pendidik*. sebagaimana dikutip oleh Muhammad Nasrul Waton, *Sertifikasi Guru Menuju Profesionalisme Pendidik* (Jombang: Jurnal Penelitian dan Kajian Keislaman, 2016), hlm. 5.

be able to guide and direct students so that learning activities run effectively and efficiently.

b. *Penguasaan bidang ilmu sumber bahan ajaran lima bidang studi, baik dari segi disciplinary content knowledge maupun pedagogical content knowledge;*

A teacher is expected to master the ability to teach well, one of which is in terms of content knowledge that leads to knowledge or scientific discipline. Shulman explained that content knowledge includes knowledge of concepts, theories, ideas, thinking frameworks, methods of proof and proof. *Sedangkan pedagogical knowledge berkaitan dengan cara dan proses mengajar yang meliputi pengetahuan tentang manajemen kelas, tugas, perencanaan pembelajaran dan pembelajaran siswa.*[49]

Associated with the ability of content knowledge and pedagogical knowledge which basically must be possessed by the teacher aims so that teachers can understand students better and can design learning according to curriculum and syllabus by using learning technology and evaluating learning outcomes of students

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[49] Abdul Rosyid, *Technological Pedagogical Content Knowledge: Sebuah Kerangka Pengetahuan Bagi Guru Indonesia di Era MEA*. Makalah disajikan dalam Seminar Nasional Inovasi Pendidikan, Inovasi Pembelajaran Berbasis Karakter dalam Menghadapi Masyarakat Ekonomi ASEAN. Kuningan, 2016.

as an effort to develop potential participants students to actualize the various potentials they have.

c. *Kemampuan menyelenggarakan pembelajaran yang mendidik;*

The organization of teaching and learning is closely related to the teacher's role as a motivator of students. By providing motivation to students on the importance of learning, so as to attract student curiosity and apply the principles of learning that educate. Educative learning is not only related to changes in the cognitive field.

Globalization era 4.0 signifies changes in various fields, one of which is in the learning process. By utilizing existing learning media as well as using delivery methods that are interesting to eat the material conveyed will be easier for students to understand.

d. *Mengembangkan kemampuan profesional secara berkelanjutan merupakan kompetensi akademik dari seorang guru.*

In the Regulation of the Minister of State and the Utilization of the State Apparatus and Bureaucratic Reform Number 16 of 2009, concerning Teacher Functional Position and Credit Scores which explains about the development of sustainable professionalism is the development of teacher competencies that are carried out according to need, gradually, continuously to improve their professionalism. Academic competence of a teacher can be developed by

participating in professional development activities which include training, courses,

training, workshops, upgrading, seminars and other scientific meetings.

12. Teacher Position

In the Qur'an the verse Al Baqarah verse 32 reads:

قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا ۚ إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكُ

Means:

"*Mereka menjawab: "Maha suci Engkau, tidak ada yang kami ketahui selain apa yang telah Engkau Ajarkan kepada kami. Sungguh, Engkau-lah Yang Maha Mengetahui, Maha Bijaksana*".[50]

Based on this verse, it can be seen that teachers in Islam have an important role in teaching and disseminating education. In this verse Allah SWT shows a feature that has been given to the Prophet Adam AS which is not even received by angels. Allah SWT was the first teacher who taught the Prophet Adam while in the Heaven.

The position of the teacher becomes very special, which is balanced with the tasks and responsibilities that are not light. A teacher is not just a teacher, but also as an educator. With a position as an educator, teachers are obliged to realize

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[50] Al Qur'an, *loc. cit.*

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the goals of Islamic education, which is to develop the full potential of students to become perfect Muslims.

13. Social Science

a. Social Science Definition

Sumber dari semua ilmu ialah filsafat, dari filsafat tersebut lahirlah 2 (dua) cabang ilmu yaitu filsafat alam yang kemudian menjadi rumpun ilmu-ilmu alam (the natural sciences) dan filsafat moral yang kemudian berkembang ke dalam cabang ilmu-ilmu sosial (the social sciences).[51] The term social science first appeared in the National Seminar on Civic Education in 1972 in Solo. The concept of social science entering Indonesia at that time was not yet included in the school curriculum, but only through the stage of academic discourse that emerged at the seminar.

In 1972-1973, some experts and thinkers in the Civic Education seminar became the curriculum development team for the Pilot School Development Project at IKIP Bandung. This has had a major impact on Indonesia's history with the inclusion of the IPS curriculum in the world of schooling in Indonesia.

Dalam kurikulum 1975 program pendidikan tentang masalah sosial dipandang tidak cukup diajarkan melalui pelajaran sejarah dan geografi saja,

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[51] Jujun Sumantri, *Filsafat Ilmu Sebuah Pengantar*, sebagaimana dikutip oleh Toni Nasution dan Maulana Arafat Lubis, *Konsep Dasar IPS* (Yogyakarta: Penerbit Samudra Biru, 2018), hlm. 3.

*sehingga dilakukan reduksi mata pelajaran mulai tingkat Sekolah Dasar hingga Sekolah Menengah Atas saat itu dimasukan mata pelajaran ilmu sosial serumpun atau sejenis digabung ke dalam mata pelajaran IPS. Oleh karena itu pemberlakuan istilah IPS (*social science*) dalam kurikulum 1975 dapat dikatakan sebagai kelahiran IPS secara resmi di Indonesia.*[52]

Social Science (IPS) is one branch of science taught at various levels of the school. In Indonesia, social science cannot be separated from the events of the G30S / PKI rebellion which eventually became part of the school curriculum to strengthen the unity and integrity of the nation.

Social Science is a science that is taught at all levels of the school and has certain scientific branches such as history, geography, economics and sociology. Trianto explained that Social Science (IPS) is an integration of various branches of social sciences, such as sociology, history, geography, economics, politics, law, and culture. Clark in his book "*Social Studies in Secondary School*": A Hand Book, states that social science focuses on the development of individuals who can understand their social environment, humans with all their activities and interactions between them.

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[52] Dianascyber, Perkembangan Kurikulum dan Landasan Filosofis Pendidikan IPS (Ilmu Pengetahuan Sosial di Indonesia (https://dianascyber.wordpress.com/2012/06/12/perkembangan-kurikulum-dan-landasan-filosofis-pendidikan-ips-ilmu-pengetahuan-sosial-di-indonesia-perkembangan-kurikulum-dan-landasan-filosofis-pendidikan-ips-ilmu-pengetahuan-sosial-di-in/) diakses 30 Mei 2020 jam 01.03 WIB).

Indonesia formulates social science learning in 14 aspects, namely: (1) interaksi, (2) saling ketergantungan, (3) kesinambungan dan perubahan, (4) keragaman/kesamaan/perbedaan, (5) konflik dan konsesus, (6) pola (patron), (7) tempat, (8) kekuasaan (power), (9) nilai kepercayaan, (10) keadilan dan pemerataan, (11) kelangkaan (scarcity), (12) kekhususan, (13) budaya (culture), dan (14) nasionalisme.[53]

IPS sebagai progam pendidikan, tidak hanya menyajikan pengetahuan sosial semata-mata melainka harus pula membina siswa menjadi warga negara yang memiliki tanggung jawab atas kesejahteraan bersama dalam arti yang seluas-luasnya.[54] The subject of social science is not limited to material and theory but rather covers social values that must be attached to personal learners.

Pendidikan IPS mencoba untuk menghasilkan warga negara yang reflektif, mampu atau terampil dan peduli.[55] The importance of educating students to be reflective is to be able to think critically and be able to solve problems that are formed based on the environment in which they live. Skilled and caring that is aware and able to exercise rights and obligations in the community.

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[53] Arif Purnomo dan Abdul Muntholib, *Model Pembelajaran Ilmu Pengetahuan Sosial (IPS) pada Materi Kontroversi (Controversy Issues) di Sekolah Menengah Pertama (SMP) Kota Semarang*. Jurnal Penelitian Pendidikan, Universitas Negeri Semarang. Vol. 33 No. 1 2016.

[54] Dwi Chyntia Putri dkk, *Pengaruh Penerapan Strategi Concept Mapping Terhadap Hasil Belajar Siswa di Sekolah Dasar*. Jurnal Pendidikan dan Pembelajaran Khatulistiwa, FKIP Untan Pontianak. Vol 6 No. 4 2017.

[55] Rahmad, *Kedudukan Ilmu Pengetahuan Sosial (IPS) pada Sekolah Dasar*," Jurnal Madrasah Ibtidaiyah Muallimuna, IAIN Antasari Banjarmasin. Vol. 2 No. 1 Oktober 2016.

Science is closely related specifically to the history of the Indonesian nation's journey in relation to the time dimension. Events in the past, present and future will be important lessons for young people to be more concerned and responsive to social problems that occur in the environment and foster a sense of love for the motherland. NCSS mentions:

"Social studies, is the integrated study of the social science and humanities to promote civic competence. Within the school program, social studies provide coordinate, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as all as appropriate content from the humanities, mathematics, and natural sciences. The primaypurpose of social studies is to help young people to develop the ability to make informed and reasoned decision for the public goods as citizens of a culturally diverse, democratic society in a interdependent world."

The above statement can be interpreted that social science is an integrated study of social sciences covering several disciplines such as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology. The main purpose of science education is to assist young people in making and making decisions based on values and morals

that grow in the surrounding environment and foster a sense of responsibility to protect and protect the nation's cultural heritage and not depend on other people or countries.

Based on the opinion of experts, it can be concluded, that social science is a discipline that studies about humans as social creatures that live in the community. In social science studying phenomena that occur in society so as to develop social sensitivity in all social interactions.

    b. The Purpose of social science

The purpose of social science education is to educate and provide basic abilities for students to develop themselves in accordance with their talents, interests, abilities, and environment, as well as various provisions for students to continue their education to a higher level. Purnomo (2016: 14). Social science as one of the fields of science has certain objectives in its learning namely:

a) Developing the potential of students to be sensitive to social problems that occur in the community

The development of potential learners is important because the creation of cognitive abilities and social sensitivity that are aligned will help resolve social problems that occur both individually and in the community.

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b) Have a positive mental attitude towards any imbalances that occur

This attitude has an important role in dealing with social problems that exist in society because all forms of inequality that occur when treated with a positive mentality will be a good problem-solving. If individuals do not have these characteristics, there will be a lot of negative statements that will create new problems that are increasingly complex in society.

c) Practicing skills to overcome any problems that occur in everyday life

The learning process basically aims to understand and master the occurrence of a thing. Through the learning process will get a lot of problems that require solving problems from a causal relationship or problem-solving. Problem-solving or the ability to solve certain problems is a mindset that makes someone think positively to find a way out of the problem being faced.

Pemecahan masalah dalam pembelajaran IPS menjadi sangat penting, karena pada dasarnya tujuan akhir pembelajaran adalah menghasilkan siswa yang memiliki pengetahuan dan keterampilan dalam memecahkan masalah yang di hadapi kelak dalam masyarakat.[56] Through social science learning, students will gain knowledge as well as skills to face life's challenges in the coming era. Social

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[56] Kanda Ruskandi dan Hendra, *Penerapan Metode Problem Solving untuk Meningkatkan Kemampuan Pemecahan Masalah Siswa dalam Pembelajaran IPS di Sekolah Dasar*. Metodi Didaktik UPI Kampus Purwakarta. Vol. 10, No. 2 Januari 2016.

science learning skills also aim to enable individuals to make rational decisions, especially in their daily lives, in order to solve social problems that occur.

Social science subjects aim that students have the following abilities:

1. *Mengenal konsep-konsep yang berkaitan dengan kehidupan masyarakat dan lingkungannya*

2. *Memiliki kemampuan dasar untuk berpikir logis dan kritis, rasa ingin tahu, inkuiri, memecahkan masalah dan keterampilan dalam kehidupan sosial.*

3. *Memiliki komitmen dan kesadaran terharap nilai-nilai sosial dan kemanusiaan.*

4. *Memiliki kemampuan berkomunikasi, bekerjasama dan berkompetisi dalam masyarakat yang majemuk di tingkat lokal, nasional dan global.*[57]

Social science teaches humans to live together and establish relationships between fellow social beings. Social science helps humans to understand how to live together with other humans through social interaction. By studying social science, students are expected to care about the surrounding environment and how to overcome existing social problems.

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[57] Ridwan Effendi, *Perspektif dan Tujuan Pendidikan IPS* (Bandung: Universitas Pendidikan Indonesia, 2012), hlm. 7.

c. Social Science Position

The position of social science can be seen in terms of its function of delivering students to become active citizens. In this case, social science has an important role in preparing future generations to understand their rights and obligations as social creatures. Students must play an active role in life and not be a passive citizen and understand and solve social problems that occur in the surrounding environment.

The existence of social science as one of the scientific disciplines is expected to provide thoughts related to the development of the structure, methodology and use of social science education as an educational discipline that is built and developed based on the scope, goals, and objectives of development.

d. The Scope of Social Science

In the 2006 education unit level curriculum (KTSP) there is a scope of social science science at the Junior High School level covering 4 aspects, namely as follows:

1) Humans, places and environment

2) Time, sustainability and change

3) Social and cultural system

4) Economic behavior and welfare

In terms of the scope of social science, the Social Sciences are subjects that study, analyze and examine the symptoms and social problems that occur in the community. Massialas & Allen explained that "… Social science in this guide is defined as an area within the school curriculum that draws ideas from a variety of areas, including history, the social sciences, and the humanities, for purposes of citizenship education". *Mereka menjelaskan bahwa IPS mencakup ide-ide tentang berbagai daerah, yang meliputi sejarah, ilmu-ilmu sosial dan humaniora untuk tujuan kewarganegaraan.*[58]

By studying social science, students are expected to master knowledge, attitudes, values and skills to participate in existing problems in society and be able to make decisions both for themselves and groups.

e.   Characteristics of Social Science

Academically, the characteristics of social science subjects can be formulated as follows:

1) *Ilmu Pengetahuan sosial merupakan gabungan dari unsur-unsur geografi, sejarah, ekonomi, hukum, politik, kewarganegaraan, sosiologi bahkan juga humaniora, pendidikan dan agama.*

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[58] Edy Surachman dan Mukminan, Peran Guru IPS Sebagai Pendidik dan Pengajar dalam Meningkatkan Sikap Sosial dan Tanggung Jawab Sosial Siswa SMP. Harmoni Sosial: Jurnal Pendidikan IPS, Universitas Negeri Yogyakarta. Vol. 4 No. 1 Maret 2017.

2) *Standar kompetensi dan kompetensi dasar IPS berasal dari struktur keilmuan geografi, sejarah, ekonomi dan sosiologi yang di kemas sedemikian rupa sehingga menjadi pokok bahasan atau tema.*[59]

Learning Geography in social science provides insights regarding the appearance of the earth's surface, relating to human life in daily life, the utilization of natural resources. In the subject of History, learn about events that existed in the past, the development of human life and figures in major events. In addition, in history also instills an attitude of love for the motherland, develops an assessment of oneself and others and increases appreciation of the nation's cultural arts. Law and politics encompass the powers and conditions that apply in a given society at any given time. The main target in political discussion is the best efforts of the government in regulating the existing life order in society.

Citizenship provides insight into the rights, obligations and responsibilities of citizens, being positive to the nation and the love of the motherland, respecting differences without discriminating between ethnicities, races and religions, and developing togetherness. Sociology provides insights about life in society, rules, values and norms that apply in society, studying human behavior in interacting and mutual respect and being aware of and assessing and systematically the social

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[59] Toni Nasution dan Maulana Arafat Lubis, *Konsep Dasar IPS* (Yogyakarta: Penerbit Samudra Biru, 2018), hlm. 12.

systems that exist in society. Likewise with humanities, religion and education which have an important role in social life.

14. Learning Achievement

a. Learning Achievement Definition

Achievements in the Big Indonesian Dictionary are the results that have been achieved (from what has been done, done and so on). In the academic field, achievement is the result of lessons learned through learning activities in schools or formal institutions that are cognitive and the results are determined through assessment parameters. Learning is an effort, way, process and effort to gain intelligence in the form of knowledge, knowledge carried out by individuals or individuals.

Prestasi belajar siswa di cerminkan oleh skor-skor hasil pengukuran apda peristiwa seperti ujian tengah semester, ujian semester atau ujian formatif.[60] *Prestasi belajar merupakan perubahan kemampuan dan keterampilan yang dimiliki peserta didik setelah ia mengikuti serangkaian kegiatan belajar mengajar. Semakin terampil ia menguasai berbagai informasi dan ketrampilan yang*

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[60] Acep Juandi dan Uep Tatang Sontani, *Keterampilan dan Kreativitas Mengajar Guru sebagai Determinan terhadap Prestasi Belajar Siswa*, Jurnal Pendidikan Manajemen Perkantoran, Universitas Pendidikan Indonesia. Vol. 2 No. 2 Juli 2017.

diberikan maka semakin baik pula prestasi yang dicapai.[61] Often, learning

achievements are given in the form of prizes to motivate students to excel.

Prestasi belajar adalah salah satu tolak ukur kesuksesan bagi seorang

siswa.[62] Students who excel in school indirectly will be one of the parameters of

learning success that is expressed in the form of numbers or scores in learning

outcomes reports. One characteristic that is seen from students who excel is the

emergence of self-confidence, active in academic and non-academic activities,

always think positive and never give up.

Prestasi belajar sangat penting di sekolah ini didukung dengan peran

seorang guru, peningkatan seorang guru akan mengarah kepada peningkatan

prestasi siswa (Lott & Kenny, 2013) *prestasi siswa diukur dari hasil yang*

*didapatkan (*Timperley, H & Alton-Lee A, 2008*) berupa skor dan sesuai dengan*

standar tes, bertujuan untuk pencapaian hasil yang didapatkan sesuai dengan

target (Geel, 2015).[63]

Based on the opinions above, it can be concluded that learning achievement

is an achievement, mastery of cognitive knowledge or skills developed in subjects

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[61] Siwi Puji Astuti, *Pengaruh Kemampuan Awal dan Minat Belajar terhadap Prestasi Belajar Fisika*, Formatif: Jurnal Ilmiah Pendidikan MIPA, Universitas Indraprasta PGRI No. 1 Agustus 2015.

[62] Indra Bangkit Komara, *Hubungan Antara Kepercayaan Diri dengan Prestasi Belajar dan Perencanaan Karir Siswa*. Psikopedagogia, Universitas Ahmad Dahlan. Vol. 5 No. 1 2016.

[63] Fauzan Adib dan Budi Santoso, *Upaya Peningkatan Prestasi Belajar Siswa dengan Disiplin Kerja Guru*, Jurnal Pendidikan Manajemen Perkantoran, Universitas Pendidikan Indonesi. Vol. 1 No. 1 Agustus 2016.

in formal institutions which are shown through scores or numbers given by educators.

b. Learning Achievement Factors

Slameto states there are two factors that influence learning achievement, which are as follows:[64]

1) Internal factors

Internal factors are factors that arise from within the individual itself, while those that can be classified into internal factors, namely intelligence or intelligence, interests, talents, and motivation.

2) External factors

Adapun faktor-faktor ekstern yang dapat mempengaruhi prestasi belajar yang sifatnya diluar diri siswa yaitu: keadaan keluarga, keadaan sekolah dan lingkungan masyarakat.[65]

The explanation of the two factors is as follows:

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[64] Kanisius Mandur dkk, *Kontribusi Kemampuan Koneksi, Kemampuan Representasi, dan Disposisi Matematis terhadap Prestasi Belajar Matematika Siswa SMA Swasta di Kabupaten Manggarai*. Jurnal Pendidikan dan Kebudayaan Missio, Universitas Pendidikan Ganesha. Vol. 8 No. 1, Januari 2016.

[65] Slameto, *Belajar & Faktor-Faktor Yang Mempengaruhinya* (Https://Www.Asikbelajar.Com/Faktor-Faktor-Yang-Mempengaruhi-Hasi/ diakses 1 Juni 2020 jam 20.30 WIB)

Internal factors are supporting factors of learning achievement originating from within individuals. In internal factors there are physiological factors and psychological factors. Physiological factors are health factors or the condition of the learner's body. If students' health or body condition is not in top condition, students will find it difficult to concentrate in the learning process in class. This is very disturbing to the learning process because the lessons received by students do not run optimally.

While external factors are factors that originate from outside the individual. There are several external factors that can affect learning achievement are family and school conditions. In addition to teachers, parents have an important role in educating children and determining the achievements they will achieve. The family is the first and foremost educator for children. The home environment and the way parents educate children and the economic condition of the family will be a reflection as well as forming the child's personality and confidence.

Schools as a medium and place to gain knowledge are the most important points in improving student achievement. One effort to find out the potential of children is to know closely the interests and talents per individual, so that teachers as educators can maximize the potential possessed by students in the field of subjects using attractive strategies and methods supported by infrastructure that has

been provided by the parties school in order to improve student learning achievement.

Student learning achievement is influenced by internal and external factors. Internal factors related to the causes or impulses that arise in students, especially the ability they have. *Faktor eksternal berkaitan dengan faktor penyebab yang datang dari diri siswa yang meliputi: kualitas pembelajaran, kurikulum sekolah, sarana prasarana, keadaan ekonomi keluarga atau lingkungan sosial budaya*.[66]

The learning process is in accordance with a predetermined curriculum if supported by adequate infrastructure and a safe and comfortable environment that will support the learning process more optimally and improve the quality of learning to be more effective and efficient.

Learning as an educational process to educate students into intelligent individuals both in science and skills to achieve learning goals. As one of the benchmarks of achieving the learning objectives, student achievement needs to get special attention both in the school environment and residence. Motivation as one of the factors supporting student enthusiasm for learning is one of the factors that influence learning achievement.

Given the important role of parents in influencing children's development, parents are required to always provide support and attention to children to be active

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[66] Kanisius, *op.cit.*, hlm. 66.

in learning knowledge. With the motivation given, students will learn more passion, be active and focus fully on the learning process to achieve better results in the future.

In addition to supporting factors, there are factors that trigger low student achievement, one of which is, inattention of parents, unsupportive living environment, lack of infrastructure in daily learning activities.

B. Framework of Thinking

Based on the theory that has been explained there are 2 determining factors of teacher creativity, namely the application of methods and learning strategies. With the right learning methods and strategies as well as the techniques and experiences of teachers in teaching it will get effective and efficient learning and a pleasant learning atmosphere. To test the effectiveness of the learning, an evaluation is needed in the form of daily tests, midterm tests and end of semester tests as one of the benchmarks of student achievement. Here is a picture of the framework of thinking arranged by researchers as follows:

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┌─────────────────────────────────────────┐
│     Creativity of Social Science Teachers │
└─────────────────────────────────────────┘
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┌──────────────────────────┐   ┌──────────────────────────┐
│ Modern Junior High School │   │   Al Izzah Junior High    │
│   Al Rifa'ie Gondanglegi   │   │      School Batu         │
└──────────────────────────┘   └──────────────────────────┘
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┌──────────────────────────┐
│    Learning Strategies     │
│     Teaching Method        │
└──────────────────────────┘
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┌──────────────────────────┐
│      Planning Stage        │
└──────────────────────────┘
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┌──────────────────────────┐
│   Implementation Stage     │
└──────────────────────────┘
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┌──────────────────────────┐
│      Creativity Result     │
└──────────────────────────┘
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┌──────────────────────────────┐
│ Student Learning Achievement  │
└──────────────────────────────┘
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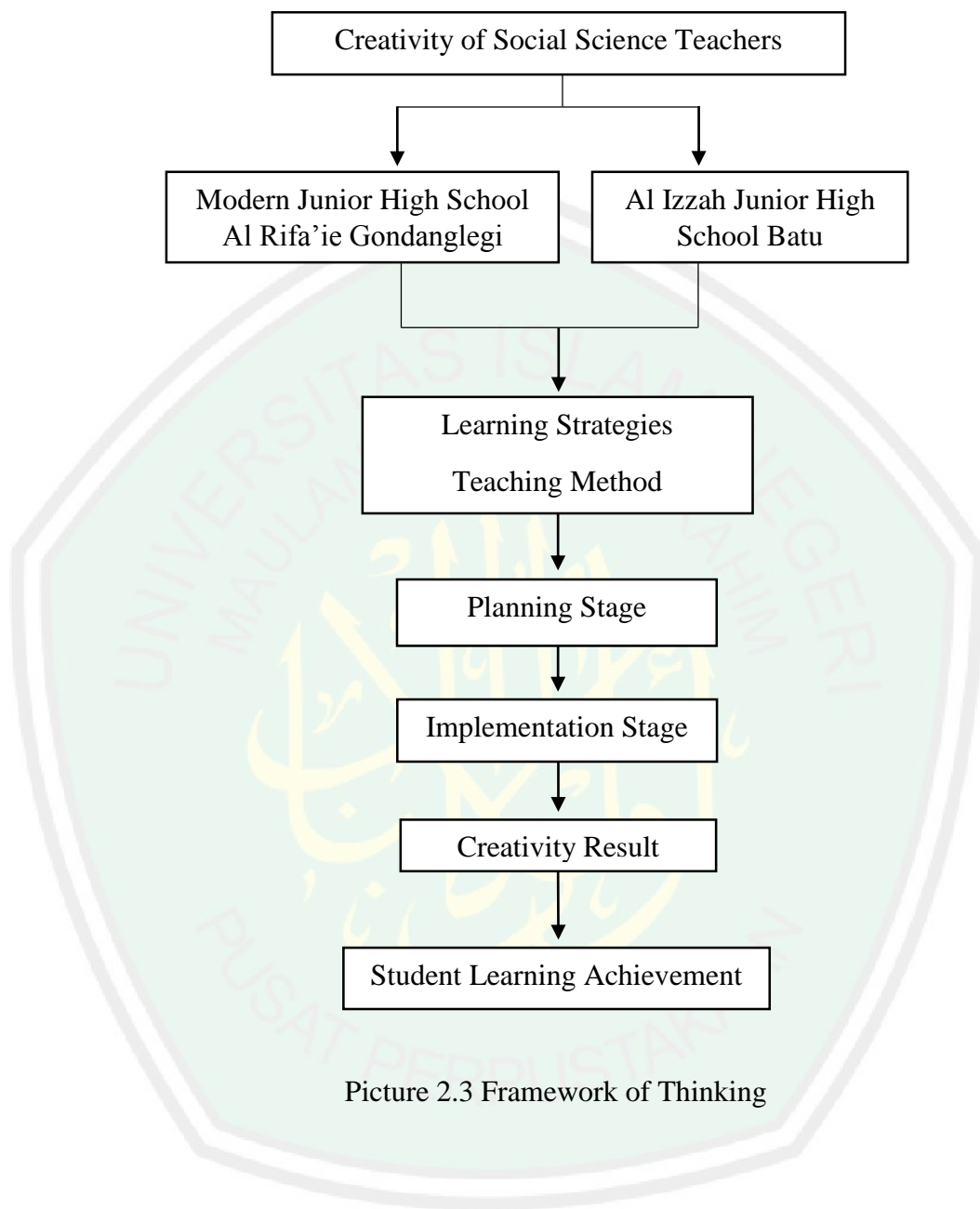
Picture 2.3 Framework of Thinking

CHAPTER III

RESEARCH METHODOLOGY

A. Research Approaches and Types

This research activity is classified in descriptive qualitative research, where researchers describe the real conditions that are in the field based on research that has been done in accordance with reality and actual facts. Qualitative research is a descriptive research method of analysis with non-numerical data and uses theory as supporting material to produce theories.

This study will report the results of research on the comparison of the creativity of Social Science teachers in Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu, then describe and integrate with existing theories. In this research approach using a questionnaire to gather information or information from informants to find out information from research conducted.

The design in this thesis research uses a qualitative approach. The data that can be in the form of data derived from a questionnaire that can be through the resource person. The intended research is a qualitative study that uses analysis. In qualitative research, research departs from research based on data obtained from the

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field which then utilizes the theory as explanatory and obtains conclusions from the results examined. The main purpose of qualitative research is to study the phenomenon examined by collecting data in depth and in full then detailing it into interrelated variables.

Qualitative research in this study intends to describe research data descriptively by studying and understanding the creativity of social science teacher in Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu. By observing the stages of planning, implementation, and results of social science teacher creativity in social science learning in Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu.

B. The Presence of Researcher

The presence of researcher is the most important point in this study, because researcher are the source of data collection as well as the main eye witnesses in this study. The presence of researcher in this research process intends to find raw data sources as well as process the data completely in order to obtain valid and maximum results.

The presence of researcher in the research process is absolute because by conducting and collecting data directly from data sources it will strengthen the validation of the research data obtained. As for later in this study the relevant informants later. In this study, researcher conducted research online due to the

COVID-19 pandemic so it was not possible to conduct research directly in the field. as for some of the research media used by researcher are Google form, Instagram and WhatsApp. As for later in this study the informants concerned will be:

1. Social Science Teacher at Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu

    In this study, used a questionnaire or questionnaire technique using a multilevel scale with a level of agreement consisting of 5 scale choices. The approval level of the scale has a gradation from strongly agree (SA) to never (SD). With the expectation of this questionnaire can be obtained an overview of the forms of social sciences creativity teachers in carrying out learning activities that are applied in their respective schools.

2. Students

    In this study, researcher conducted a questionnaire or questionnaire technique for students in Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu. With hope, researcher get information and a picture of the impact and results of teacher creativity on student learning achievement in schools in the field of social sciences.

C. Research Sites

This research is located at Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu. The consideration of researcher choosing these two places is because, these two schools are one of the best schools and have integrity and guaranteed quality in the Malang city area.

D. Data and Data Sources

Etymologically, the data comes from the word *datum* (Latin), something that is given. Data is a collection of information obtained based on observations. Raw data obtained from selected sources will be collected and then processed directly by researcher into a reliable fact in a more complex form such as databases, information or in the form of problem solving in the phenomenon examined. The type of data collected can be primary data and secondary data.

Primary data is data obtained directly from sources, while secondary data is complementary data obtained indirectly through the first tag. The following is the subject of research data acquisition included in primary data, among others:

a. Social Science Teacher

The intended teacher here is the teacher who teaches social science subjects at Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High

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School Batu as the main informants in exploring information related to the creativity of social science teachers at the two schools..

The source of this research can be obtained through primary data sources. The method used in the form of a questionnaire or online questionnaire through the *Whatsapp* application on Thursday, April 16th, 2020 to Mrs. Anita Higmawati, S.Pd as a social science teacher at Al Izzah Junior High School Batu and Mrs. Lilik Umiyanti, S.Pd as a teacher of Social Science studies at Modern Junior High School Al Rifa'ie Gondanglegi, while the data collection instruments are in the form of questionnaire sheets that have been provided by researchers.

b. Students

In this case the researcher conducted research on students who are in Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu as supporting data from the impact or results of the creativity of social science teachers in schools on children's learning achievement. In this study the researcher took 3 people each from each school as a sample. The source of this research can be obtained through primary data sources. The method used in the form of a questionnaire or questionnaire, online through the Google form application. The data collection instruments used in this study were in the form of questionnaire sheets provided by the researcher.

Secondary data in this study include the literature in accordance with the problems studied. The data to be collected in this study relates to the form of creativity of Social Sciences teachers on student learning achievement.

E. Data Collection Technique

This study discusses the step of data collection is a stage that determines the process and results of research conducted. Data collection techniques used in this study were questionnaire or questionnaire techniques. Questionnaire technique is a data collection technique that is done by giving a written statement directly to the informant to be answered.

Angket atau kuisioner adalah metode pengumpulan data, instrumennya di sebut sesuai dengan nama metodenya. Angket atau kuisioner adalah seperangkat pernyataan atau pertanyaan tertulis yang diberikan kepada responden untuk dijawab.[67] *Bentuk lembaran angket dapat berupa sejumlah pertanyaan tertulis, tujuannya untuk memperoleh informasi dari responden tentang apa yang ia alami dan ketahuinya.*[68]

Questionnaire or questionnaire consists of a series of questions to obtain information from the informant or respondent. The type of questionnaire in this

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[67] Alwan dkk, *Faktor-Faktor yang Mendorong Siswa MIA SMAN Mengikuti Bimbingan Belajar Luar Sekolah di Kecamatan Telanaipura Kota Jambi*, Jurnal Edufisika, Universitas Jambi. Juli 2017.

[68] Sandu Siyoto dan M. Ali Sodik. *Dasar Metodologi Penelitian* (Yogyakarta: Literasi Media, 2015), hlm, 79.

research instrument is a Likert scale questionnaire, the respondent's answer is supplemented by a leveled statement shown through a scale of attitudes that includes a range of statements that strongly agree to strongly disagree. Each scale is given a value with the following details:

No	Scale	Information	Score
1	SA	Strongly agree	5
2	A	Agree	4
3	S	Sometimes	3
4	D	Disagree	2
5	SD	Strongly Disagree	1

Table 3.1 Likert Scale

The use of a Likert scale can assess, measure and observe attitudes or behavior levels of the respondents. The measuring scale will be placed side by side with the questions given in order to make it easier for respondents to provide answers, respondents only need to give a sign ($\sqrt{}$) in the column of choices provided.

Data collection techniques were carried out in accordance with research procedures, namely with the following steps:

1. Preparation phase

    a. Determine data on the number of social science teacher and the number of students as samples at Al Izzah Junior High School Batu and Modern Junior High School Al Rifa'ie Gondanglegi.

    b. Prepare a research questionnaire sheet on the influence of social science teacher creativity on student achievement at Al Izzah Junior High School Batu and modern Junior High School Al Rifa'ie Gondanglegi.

    c. Prepare research media to distribute questionnaires.

    d. Consult the research questionnaire sheet to the advisor.

    e. Analyze the questionnaire that meets the criteria as a good instrument.

2. Implementation stage

    Distributed research questionnaires to social science teacher and students of Al Izzah Junior High School Batu and Modern Junior High School Al Rifa'ie Gondanglegi.

3. Final stage

    Analyzing questionnaires and drawing conclusions on the influence of teacher creativity on student achievement at Al Izzah Junior High School and Modern Junior High School Al Rifa'ie Gondanglegi.

F. Instrument

Research instruments are the tools needed or used to collect data. This means, using these tools data is collected. There is a difference between research tools in qualitative methods and those in quantitative research methods. *Dalam penelitian kualitatif, atau instrumen utama dalam pengumpulan data adalah manusia yaitu, peneliti sendiri atau orang lain yang membantu peneliti.*[69] Furthermore, Licoln and Guba stated that:

> "The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has product.*"[70]*

Humans as the main focus in the investigation stage. In qualitative research, humans or researcher themselves are the main instruments in data collection. This can be seen from the way researcher observe, hear and ask questions in the process of collecting research data. In conducting research, researcher must obtain valid

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[69] Thalta Alhamid dan Budur Anufia, Resume: Instrumen Pengumpulan Data. (https://osf.io/preprints/inarxiv/s3kr6/ diakses 20 September 2020 jam 09.27 WIB).
[70] *Ibid*., hlm. 4.

data from sources or respondents so that the results of the research can be accounted for and recognized as correct.

A good instrument in qualitative research must meet credibility and reliability in order to produce reliable and valid data in order to produce data that is in accordance with the research objectives, while the quality of the instrument is determined by two criteria, namely, validity, and reliability. *Instrumen penelitian sangat berperan penting dalam menentukan kualitas suatu penelitian karena validitas atau kesahihan data yang diperoleh sangat ditentukan oleh kualitas atau validitas instrumen yang digunakan, disamping prosedur pengumpulan data yang di tempuh.*[71]

Validity is a measure and a benchmark that measures the validity of an instrument. An instrument is considered valid if it is in accordance with the objectives to be achieved in the study, thus valid data will be in accordance with the data reported by the researcher with data that actually occurs on the object of research. The following is a table of the research instruments carried out in this study:

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[71] Alwan dkk, *Faktor-Faktor yang Mendorong Siswa MIA SMAN Mengikuti Bimbingan Belajar Luar Sekolah di Kecamatan Telanaipura Kota Jambi*, Jurnal Edufisika, Universitas Jambi. Juli 2017.

No	Research Technique	Instrumen Shape
1	Questionnaire	Questionnaire sheet

Table 3.2 Research Instrument

G. Data Analysis

Data analysis technique is a method for processing data into information that is easy to understand and useful as problem solving. The analysis technique used in this study uses qualitative analysis techniques which aim that the researcher can understand and understand the relationship between the variables studied so that it can be used to answer the problems that have been formulated in the study. Qualitative data analysis techniques, namely data in the form of words arranged according to categories and neatly organized. Data were collected based on the questionnaire method. After the data has been collected, the data is edited so that it becomes an organized and standard series of words.

In this stage, the researcher checks the data obtained from respondents and research subjects as well as existing documents to prove the validity of the data that has been obtained, then the researcher corrects data such as writing systematics to use communicative and accountable sentences. The analysis process used in this study is Miles and Huberman model, namely through the process of data reduction,

data presentation, drawing conclusions and triangulation. The following explanation of the analysis process carried out by the researcher:

1. Data reduction

Reduksi data berarti merangkum, memilih hal-hal yang pokok, memfokuskan pada hal-hal yang penting, dicari tema dan polanya.[72] The data that will be generated both during the observation of phenomena, in-person interviews, and the documents required will be very large. This huge amount of data doesn't all contain appropriate information and and not all of it is needed to be written in a research report, so to make it easier to choose data to be included in the research report, reduction is very useful to help.

In this study, researcher conducted a questionnaire technique aimed at social science teachers and students at Al Izzah Batu Junior High School and Modern Junior High School Al Rifa'ie Gondanglegi in order to obtain results regarding the creativity of social science teachers in schools and its effect on children's learning. achievement, then classified, and selected simply.

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[72] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2015), hlm. 247.

2. Presentation of data

After the data is reduced, the data obtained is presented in the form of a short description, description, narrative text or in the form of a chart. The presentation of the data is then interpreted to formulate the next steps. *Display data yaitu data diurutkan sesuai dengan kategorinya, penyajian data bisa di lakukan dalam bentuk uraian singkat, bagan, grafik, matrik, sehingga data tersebut dapat dengan mudah di fahami*.[73]

Presentation of data in the study is described in the form of narrative text. In this stage, the researcher describes the classified information regarding the influence of social science teacher creativity on student achievement of Al Izzah Batu Junior High School and Modern Junior High School Al Rifa'ie Gondanglegi then in the form of conclusions in the form of narrative text..

3. Conclusion and verification

The final step of the data analysis stage is drawing conclusions or verification. The initial conclusions presented are only temporary, as they will undergo changes when stronger evidence is found at the data collection stage. *Sedangkan, verifikasi merupakan kegiatan menguji data untuk melihat kekuatan setiap data agar diperoleh kesimpulan yang kuat yang mendukung pada tahap*

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[73] Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D (Bandung: Alfabeta, 2014). hlm. 92.

pengumpulan data berikutnya.[74] At this stage, the researcher draws conclusions from the data that has been obtained and concluded before then combines the results of the research with the theory and notes when conducting the research.

H. Data Validity Testing

Testing the validity of the data in this study using data triangulation techniques. Triangulation is a way of checking data from various points of view, including source triangulation, technical triangulation and time triangulation. The use of triangulation techniques is an effort to test the credibility of the data through examining sources, methods, and theories.

1. Triangulation of sources

Source triangulation is used to test the credibility of the data which is done by checking the data that has been obtained through several sources. To get valid data from reliable sources, the researcher determined by resource persons, namely Social Science (IPS) Teachers And Students At Al Izzah Junior High School Batu and Modern Junior High School Al Rifa'ie Gondanglegi.

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[74] Wahyu Nugroho, *Pengaruh Layanan Mediasi terhadap Perilaku Bullying pada Siswa Kelas IX SMPNegeri 2 Gondangrejo Tahun Pelajaran 2015-2016*. Jurnal Medi Kons. Vol. 5 No. 2 Oktober 2019.

2. Triangulation technique

Technical triangulation is done by checking data against the same source with different techniques. In this study, researcher used a questionnaire or questionnaire technique to gather information and collect data.

3. Time triangulation

Time is also important in research. Then researcher will collect data at various convenient times, not just in one time.

I. Research Procedure

This research procedure is divided into several stages, namely as follows:

1. The prefield stage

In the orientation or pre-field stage, the researcher determined a place that was in accordance with the determined research location, namely Al Izzah Junior High School Batu and Modern Junior High School Al Rifa'ie Gondanglegi. Furthermore, the researcher arranged a permit letter to the Faculty of Tarbiyah and Teacher Training, Islamic State University of Maulana Malik Ibrahim Malang.

Then the researcher prepared a questionnaire sheet and determined the informants and prepared various equipment needed in collecting research data. Then, the researcher consulted the questionnaire research sheet to the advisor. After

obtaining approval, the researcher confirmed to the school to be targeted and determined the date and place of research.

2. The field research stage

At this stage, the researcher carried out various research activities related to the research focus, namely the influence of social science teacher creativity on student learning achievement. Some of these activities include: researcher collecting data online through social media at Al Izzah Junior High School Batu and Modern Junior High School Al Rifa'ie Gondanglegi, to see the creativity of Social Science teachers in the two schools.

Researcher also collected documents containing supporting data such as school profiles, school administration, a questionnaire on the influence of teacher creativity, documentation of student achievement in accordance with the instruments provided, then the researcher collected and analyzed the data in accordance with existing theories.

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CHAPTER IV

DATA EXPOSURE AND RESEARCH RESULT

A. Data Exposure

1. Profile of Al Izzah Junior High School Batu

Sekolah Al Izzah Junior High School Batu is one of the schools located in Malang City, East Java, the same as a high school in general, the education period at Al Izzah Junior High School is taken for 3 years, starting from grade VII to grade IX. Al Izzah Junior High School is a private educational institution under the auspices of the Indonesian Muslimah Education Institute (LPMI). Al Izzah as one of the schools with a national curriculum blends with the pesantren system to implement the Islamic curriculum and the Al-Qur'an tahfiz program.

With the concept of boarding school education that integrates the national, international curriculum as well as the cultivation of Islamic values, which is an appropriate and conducive step for the creation of a school that can create and develop the potential of students who integrate the values of science and religion in the cognitive, affective, and psychomotor in everyday life.

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a. School identity

School name : Al Izzah Junior High School Batu

Form of Education : Junior High School

Status : Private

Ownership status : Foundation

Certificate of school establishment : 421.3/1161/422.201/2006

Date of Decree of Establishment : June 22th, 2002

Address : Indragiri street, Pangkur alley

Post Code : 65321

Village/District : Sumberejo/Batu

District : Malang

Province : East Java

Phone number : 0813-3242-8433

Accreditation level : A

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b. Vision, Mission, and Goals

The vision, mission and objectives of the Al Izzah Junior High School Batu are as follows:

1) Vision

Creating a superior and competitive educational institution so that it can give birth to a generation of Muslim women who have the ability to carry the mandate of Allah as His servants and *khilafah*.

2) Mission

Organizing Muslimah educational institutions with an integral system that combines intellectual, mental spiritual, and life skills aspects so that it can give bith to a generation off devout intellegent and independent Muslim women.

3) Goals

The Indonesian Muslimah Education Institute progam for the Al Izzah Junior High School and has the aim of producing muslim women with noble character who:

a) Understand, believe and practice Islamic teachings.

b) Having a competitive spirit and thinking power in the development of science.

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c) Having basic skills as provision for living independently.

c.   School Achievements

The school achievements obtained by Al Izzah Junior High School Batu are as follows:

1) Nadhira Salsabila from Jakarta, 1st place in the English Olympiad Competition, Indonesian Model Ambassador 3 for East Java level.

2) Khansa Hasri Ainun from Semarang 2nd Place in the Science Olympiad Competition, Indonesian Model Ambassador 3, East Java level.

3) Belvathilda Jennidan Moedjiono from Sidoarjo Won 1st Place in the Science Olympiad Competition, Indonesian Model Ambassador 3 for East Java level.

4) Aisyah Aghnia Moersyid from Malang Top Ten Mathematics Olympiad IAIN Sunan Ampel Surabaya, East Java level.

5) Salsabila Shafa Mahira Rahmattillah from Batam Won 1st Place in Story Telling Al Qalam Islamic Competition (ACTION) 2015 Malang level.

6) Salsabila Amanda Dewi from Bali Won 3rd Place in Story Telling Al Qalam Islamic Competition (ACTION) 2015 Malang level.

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7) Athaya Rizkika Fakhira from Bali Won 3rd Place in Khitobah Al Qalam Islamic Competition (ACTION) 2015 at Malang Raya level.

8) Shabrina Alif Nur Imani from Pasuran won 4th place for the 2015 Batu City Women's Chess Junior Championship 2015 at the Batu City level.

9) Fauziah Khansa Adrian from Sidoarjo National level Fakhruddin Ar Razi Competition 2015 finalist.

10) Aisyah Aghnia Moersyid from Malang Finalist of the 2015 National Fakhruddin Ar Razi Competition.

11) Dwi Yashinta Inayah from Pasuruan Finalist of the 2015 National Fakhruddin Ar Razi Competition.

12) Syafaqoh Mahdiyatul from Banyuwangi Hall of Finalists Fakhruddin Ar Razi Competition 2015 National level.

13) Aulai Mei Diva from Surabaya Finalist Fakhruddin Ar Razi Competition 2015 National level.

14) Desrina Fithriyah Hasyim from Balikpapan Top Ten Science Olympiad Emerald Malang level.

15) Halida Adib Hanum from Malang, Hazana Insyi'ta Sahla from Kalimantan, and Nisrina Yasmin Nuur Aisyah from Sidoarjo Champion of the 1st

Indonesian Language and Literature Olympiad (OBSI) at the East Java level.

16) Nisrina Yasmin Nuur Aisyah from Sidoarjo Won 2nd Place in the National Short Story Writing Competition.

17) Daarin Ariij Nabila Mumtaz from Berau, East Kalimantan, the 2nd runner up in the National Short Story Writing Competition.

18) Aisha Najmi Khairunnisa from Surabaya Won 1st Place in Spelling Bee English First for Junior High School Category at Malang Raya level.

19) Cahayu Rizhma Octa Ikhlacia from Malang, 2nd place in the Olympiad of Social Sciences OMAFISIOS in East Java.

20) Khansa Hasri Ainun from Semarang 3rd place in the OMAFISIOS Science Olympiad in East Java.

21) Rahajeng Mutia Dewi from Banyuwangi won 2nd place in the 2016 Primagama Grand Prix Try Out at the Malang level.

22) Insyirah Khaerana from Kalimantan 3rd Winner of the 2016 Primagama Grand Prix Try Out at Malang Raya level.

23) Aisyah Aghnia Moersyid from Malang Finalist in the National Mathematical and Realistic Competition

24) Syafaqoh Mahdiyyatul from Banyuwangi Hikmah Finalist of the National Mathematical and Realistic Competition.

25) Insyirah Khaerana Won Second Winner of Honesty Radar Malang Try Out 2016 for the city of Batu.

26) Muwahidah Nadhofatul Mardliyah, 3rd Winner of Honesty Try Out 2016 at the city level in Batu.

27) Aisyah Aghnia Moersyid, Khansa Hasri Ainun, Asa Aura Aulia Winner of Mathematics and Natural Sciences Olympiad SMAIS STAR SMA Islam Sabilillah Malang.

28) Sabrina Falasifah, Aulia Mey Diva, Anindya Clarasanty 2nd Place in Mathematics and Natural Sciences Olympiad STAR SMA Islam Sabilillah Malang.

29) Raissa Rana Fathimah Second Winner of PAI Olympiad SMA Islam Sabilillah Malang.

30) Salsabila Amanda Dewi, the 1st winner in Story Telling Competition in Bhawikarsu English Vaganza 2016, SMA Negeri 3 Malang.

31) Nadhira Salsabila Won 2nd Place in Speech Competition Bhawikarsu English Vaganza 2016, SMA Negeri 3 Malang.

32) Helvi Amanda Dyahyuningtyas 1st Winner in Poetry Writing Competition Category A Junior High School / MTS for National Level Mahira Optima Publisher.

33) Lutfiyah Sultanah Jagaddita Second Place in Poetry Writing Competition Category A Junior High School / MTS National Level Mahira Optima Publisher.

34) Khadijah Magenta Shabah 3rd Place in Poetry Writing Competition Category A Junior High School / MTS National Level Mahira Optima Publisher.

2. Profile of Modern Junior High School Al Rifa'ie Gondanglegi

Modern Junior High School Al Rifa'ie is an Islamic boarding school (male and female) was raised by Dr. KH. Achmad Muflih Zamachsyari, SE., MM. and Dr. Mrs. Hj. Luluk Zahrotul Maulidiyah, M.Pd. Modern Junior High School Al Rifa'ie Gondanglegi is an educational institution that creates integrated education, formal education and Islamic education, and is also oriented towards future education.

Modern Junior High School Al Rifa'ie Gondanglegi is an educational institution that refers to the competency standards set by the Ministry of Education and Culture by combining the Madrasah Diniyah curriculum and the Junior High School curriculum. In the curriculum development system, Modern Junior High

School Al Rifa'ie Gondanglegi excels in producing the *Muhafidzoh* generation of the Qur'an and hadiths using a special program to be able to read and memorize the Qur'an while teaching the Qur'an with the guarantee of the *Shahadah* (Ijazah) of the Qur'an within 4.5 years for Junior High School students.

   a. School Identity

School name : Modern Junior High School Al Rifa'ie Gondanglegi 2

Form of education : Junior High School

Status : Private

Owner status : Foundation

School establishment decree : 001/SK/PMA2/VI/2013

Date of establishment decree : June 10th, 2013

Address : Raya Ketawang Street No. 02 Gondanglegi Malang

Village/Disctrict : Ketawang/Gondanglegi

Regency : Malang

Province : East Java

Phone number : 0341 876 388

Accreditation level   : A

    b. Vision, Mission and Goals

       1. Vision

Forming students who master faith and piety, science and technology, entrepreneurship, and global insight.

       2. Mission

          a) Creating religious students and noble students, based on the Qur'an, Hadith, and books on the authority of the scholars.

          b) Equip students with knowledge, technology and foreign languages to develop life as individuals, families, communities, and countries.

          c) Providing representative and technology-based learning facilities.

          d) Equip students with entrepreneurial knowledge to face the future.

          e) Equip students with work practices in the industrial world.

3. School achievement

1) Banjari team representative, received Tropi, certificate, and savings.

2) Team Banjari received trophies, certificates and savings for the 1st winner of Banjari in Malang Raya.

3) The Futsal Team receives trophies, certificates and savings for the 2 winners of Futsal throughout Malang Raya.

4) Photo with the supervisor, futsal team and gift givers at SMAK Frateran Malang.

5) Fauzan Hasbi received trophies, certificates and Top Skore Futsal savings at SMAK Frateran.

6) Representatives of the Banjari team receive trophies, certificates and savings for the 1st winner of Banjari in Malang Raya.

7) Representatives of the Banjari team receive trophies, certificates and savings for the 1st winner of Banjari in Malang Raya and take a photo with the head of SMANEKA.

8) Naufal Nuzulul Amri received a trophy, certificate, savings for the 1st winner of Da'i.

B. Research Results

In this study, respondents in the questionnaire data collection were teachers of Social Sciences at Al Izzah Batu Junior High School Batu and Modern Junior High School Al Rifa'ie Gondanglegi. Total number of respondents whose data were taken using the questionnaire technique in this study were two people. The analysis of research data will be explained as follows:

1. Social Science Teacher Creativity at Al Izzah Junior High School Batu

Based on the results of research that has been researched, the social science teacher at Al Izzah Junior High School Batu school, in initiating learning, makes introductions accompanied by warm smiles. The teacher also shows a high enthusiasm for starting the lesson by preparing materials before the teaching and learning process. Before the subject takes place, the social science teacher conditions students beginning with praying so that students are ready to receive lessons physically and spiritually.

After finishing conditioning the students, the teacher conveys the learning objectives that will be studied by providing a linkage of the subject matter that has been previously studied with the material to be taught, so that students can understand the relationship between the material that has been studied and the

material to be studied. This is very important to convey to train memory and measure the level of student understanding of the lessons that have been learned.

In the teaching and learning process social science teachers use varied and interesting learning media to explain the subject matter in front of the class. Learning media that are made are modified in such a way for learning purposes. In addition to attracting student interest in learning, the use of instructional media also aims to increase students' understanding of the subject matter being studied.

In the learning process, social science teachers involve students in the learning process and in utilizing learning media in the classroom, so that the learning process does not only occur in one direction. The use of good instructional media in the classroom creates a learning environment that isn't rigid and fun.

In delivering learning material, social science teachers use spoken and written language well, so that students understand the lesson well. When the learning process takes place, the social science teacher uses the discussion method to solve problems by the teacher giving questions to students according to the subject matter being studied. By carrying out the two-way learning method, students are trained to dare to express their opinions in the learning process.

The social science learning process that is taught uses real and relevant examples in everyday life so that students have an exact picture of the implementation of the material being studied. Social science teacher in explaining

material interspersed with humor or games that help students become more active, cheerful and enthusiastic in understanding and following lessons.

One form of social science teacher creativity that is applied in the learning process is the use of mind mapping. Mind mapping is used as material to illustrate a material that will be studied as well as form students' mindset to be more organized in studying and understanding a material. In addition to the use of the discussion method, the teacher also uses simulation methods to help students understand theoretical material so that it is easy to understand.

Social science teacher are also skilled in conducting variations in learning such as the use of multiple sources from integrated social science science textbooks, modules to the use of the internet, multimedia, and multimethods so that learning runs varied. The use of teaching methods by social science teachers is adjusted to the material being studied, so that students can understand the lesson well. Before ending the lesson, the social science teacher will conclude the learning outcomes by involving students as a measure of student understanding of the material that has been learned.

The social science teacher in ending the learning process always makes a final assessment as a reference for whether or not the learning objectives that have been compiled in the learning design are achieved or not. The final assessment process will later become a reference for future learning processes to achieve the

desired targets. After that, the social science teacher will plan follow-up activities as a form of evaluation such as remedials or questions and answers so that students really understand the essence of the learning that has been learned.

2. Social Science Teacher Creativity at Modern Junior High School Al Rifa'ie Gondanglegi

Based on the results of research on the influence of teacher creativity at Modern Al Rifa'ie Junior High School, social science teachers attracted students' attention by introducing themselves first accompanied by a warm smile to give a good first impression and a high sense of enthusiasm to start learning. Before starting the lesson, the social science teacher prepares a lesson plan as initial preparation before teaching in order to better understand the material that will be given in class more fully.

Before learning, the teacher will condition the students, such as absent students and also invite students to pray so that they can focus and receive the lessons well. When opening the lesson, the social science teacher conveys learning objectives regarding the material to be studied which is continued by communicating the material that has been studied previously with the material to be studied. That way, students can understand the learning objectives to be studied as well as recall the previously taught material.

Students' understanding is the main core of the learning process, therefore social science teachers illustrate subject matter in the form of mind maps before explaining the subject matter in front of the class. In addition to explaining the learning plan that will be studied, by illustrating the mind mapping students will more easily understand the learning flow. In teaching and learning activities, teachers use varied learning media and involve students directly in the process of using media and interacting directly with students in the classroom.

In interacting with students, sometimes teachers use the discussion method to train students' courage in expressing opinions as well as training the ability to think critically in digesting and understanding lessons. In the learning process, the social science teacher uses spoken and written language well and is polite and can be understood well by students. The delivery of material carried out by social science teachers is sometimes accompanied by games and humor as well as quality companion books and supporting learning media, so that the learning atmosphere is not stiff and runs pleasantly.

To test student understanding, the teacher asks students about the subject matter when the learning process takes place. The teacher chooses a good learning method and can adjust the method used with the material being studied. If students experience difficulties, the social science teacher will provide opportunities for

students to ask questions. Besides, sometimes teachers use simulation methods to train students' activeness in the learning process.

Before ending the lesson, sometimes the teacher will make a final assessment and then conclude the learning outcomes by involving students as a measure of student understanding. Then, the teacher will plan follow-up learning activities in the form of remedials and questions and answers as material for evaluating learning that will be carried out at the next meeting. The sample of the study were students, amounting to 3 people from each school. The total number of respondents who took the data in this questionnaire technique amounted to 6 students.

3. The Influence of Social Science Teacher Creativity on Student Achievement at Al Izzah Junior High School Batu and Modern Junior High School Al Rifa'ie Gondanglegi

In this study, researcher took a sample of 3 people from each school to observe the influence of social science teacher creativity on student achievement. The data collection method used in this study is a questionnaire method that uses a Likert scale. The following is the level of the answer score given by the respondent:

Value Answer	Scale
Strongly Agree (SA)	5
Agree (A)	4
Sometimes (S)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Table 4.1 Likert Scale

Based on table 4.1 the answer scale strongly agrees / always occupies the highest value, namely 5 and the answer scale strongly disagrees / never occupies the lowest value, namely 1 to find out the ideal score as well as determine the rating scale of all the answers that have been given by the respondent, it is necessary formula as follows:

Score Kriterium = Value Scale x Number of Respondents

Picture 4.1 Score Kriterium

The following is a formula that has been determined based on the value of the answer scale and the number of respondents, namely:

Formula	Scale
5x3 = 15	SA
4x3 = 12	A

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3x3 = 9	S
2x3 = 5	D
1x3 = 3	SD

Table 4.2 Ideal Score

After knowing the respondent's answer based on the ideal score based on the predetermined answer scale, the data can be entered into the rating scale and the answer area is determined. The rating scale is used to determine the overall results of the questionnaire. The following is the rating scale of the ideal score that has been determined:
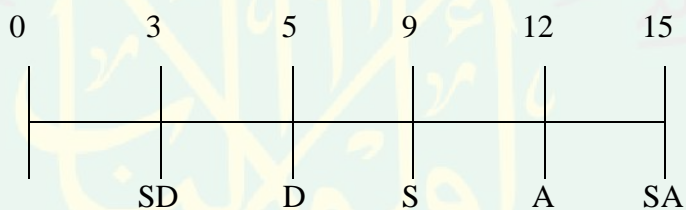
Picture 4.2 Rating Scale

Answer Value	Scale
13-15	SA
10-12	A
6-9	S
4-5	D
0-3	SD

Table 4.3 Rating Scale

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The following are the results of the answers to the student achievement questionnaire at Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu:

No	Statements	Modern Junior High School Al Rifa'ie Gondanglegi	Al Izzah Junior High School
1	I pay attention to the explanation of the social science subject teacher from beginning to end.	12	8
2	I understand and understand the explanation of social science learning material well.	11	8
3	Social science material taught by social science teacher is very interesting.	13	6
4	I am excited to participate in social science learning activities.	8	8
5	I don't understand the material presented by the teacher.	9	11

6	I immediately understood the material presented by the teacher.	8	8
7	I need repetition of material from the teacher in order to understand the material.	12	11
8	I feel that the material I learn helps me solve my problems in everyday life.	10	12
9	I feel that the material I study doesn't help me in my daily life.	12	9
10	I understand and benefit from studying social science subject matter.	11	8
11	I feel that I don't understand the social science subject matter that has been learned in the classroom.	11	11
12	I can concentrate during learning activities.	12	8
13	I have difficulty concentrating during learning activities.	12	10

14	I need to open a notebook while working on assignments.	11	10
15	I dare to express my opinion in front of the class.	12	8
16	I feel embarrassed when I express my opinion in front of the class.	5	11
17	I like to discuss with friends.	11	8
18	I feel embarrassed to discuss with friends.	6	11
19	I feel that the social science learning activities that I participate in are beneficial for everyday life.	12	11
20	I feel that the social science subject matter is difficult to understand.	13	10
21	I feel that the social science subject matter is easy to understand.	11	8
22	I feel that learning activities can answer my curiosity.	11	8

23	I participated in social science learning activities from beginning to end.	14	8
24	I feel bored in studying social science subject matter.	8	11
25	I feel the equipment I need during the learning activities are met.	12	8
26	I feel that the equipment I need during learning activities is lacking.	7	10

Table 4.4 Student's Questionnaire Results

Based on the results of the calculation of the scale of the answers to the students' questionnaire at Al Izzah Junior High School Batu, the highest point acquisition is in statement number 8, namely students feel that the social science subject matter being studied is useful in everyday life. Meanwhile, the lowest point is found in statement number 3, namely the social science subject matter taught is very interesting. It can be seen here, that students already understand the social science learning material well and know its implementation in everyday life. However, students still feel less interested and tend to be bored in the learning process of social science in the classroom.

On the other hand, at Modern Junior High School Al Rifa'ie Gondanglegi, the highest point acquisition is found in statement number 23, namely students take social science learning from beginning to end. Meanwhile, the lowest point is found in statement number 16, namely students feel ashamed to express their opinions in front of the class. It can be seen here that students have paid attention to and followed the learning of social science well from the beginning to the end of the lesson and have also been able to express opinions in front of the class with courage and confidence.

CHAPTER V

DISCUSSION

After the researcher collects data from the research results obtained from the results of the questionnaire, then the researcher will then conduct data analysis to explain more about the research that has been carried out.

In accordance with the selected data analysis, the researcher used a qualitative description analysis method by analyzing the data that had been collected through a questionnaire technique so that the data obtained and presented were in accordance with the results of the study which referred to the problem formulation. Below are the results of the researcher's analysis, namely as follows:

A. Planning Stages for the Creativity Pattern of Social Science Teacher at Modern Junior High School Al Rifa'ie Gondanglegi

The existence of teachers as educational personnel has a very important role in educating students. To become a professional teacher, one must meet the prerequisites as stated in Law number 14 of 2005, concerning Teachers and Lecturers Article 1 paragraph 1, namely teachers are professional educators with the main task of educating, teaching, guiding, directing, training, and evaluating students in early childhood education, primary and secondary education.

National Education System Law (UU Sisdiknas) no. 20 of 2003, has determined several competencies that must be possessed by teachers. The competencies referred to include pedagogical competence, personality competence, social competence, and professional competence. Referring to the Sikdiknas law that has been mentioned, teachers are required to have effective teaching skills, one of which is creativity in teaching.

With the awareness to think creatively, teachers as educators can make new combinations in conveying new and unique ideas and ideas in delivering learning material in the classroom and developing the ability to solve problems and give satisfaction to creative teachers themselves.

Creativity as an individual's unique effort in creating new ideas and ideas that have complex concepts from the type of understanding to their application and has its own uniqueness. One of the characteristics or characteristics of creative teachers as mentioned by Mark Sund is that they have a very high curiosity, thus spurring teachers to better understand activities related to their work as teachers.

Talking about creative thinking, one of the efforts of teachers as educators who have the ability to teach and are adapted to educational goals is to plan active and innovative learning. This is mentioned in Al Qur'an surah Al Hasyr verse 18 which reads as follows:

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ ٱتَّقُوا۟ ٱللَّهَ وَلْتَنظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍۖ وَٱتَّقُوا۟ ٱللَّهَۚ إِنَّ ٱللَّهَ خَبِيرٌۢ بِمَا تَعْمَلُونَ

Means:

"*Hai orang-orang beriman, bertakwalah kepada Allah dan hendaklah setiap diri memperhatikan apa yang telah diperbuatnya untuk hari esok (akhirat) dan bertakwalah kepada Allah, sesungguhnya Allah maha mengetahui apa yang kamu kerjakan.*"[75]

In this verse it is explained that what is meant by "*memperhatikan apa yang telah diperbuatnya*" related to planning and determining what to do. Learning activities that are prepared in advance will further assist teachers in clarifying and understanding the content of the material and learning objectives. On the other hand, teachers can also prepare themselves through approaches and methods that are tailored to the facilities and needs of students so as to encourage student motivation and interest in learning.

Based on the results of research that has been conducted by researchers, social science teacher at Modern Junior High School Al Rifa'ie Gondanglegi in compiling and planning effective and efficient learning to prepare teaching materials by compiling lesson plans (RPP) and syllabus as learning guidelines.

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[75] Al Qur'an, *loc. cit.*

Making lesson plans that is done can make it easier for teachers to plan follow-up activities in the form of learning at the next meeting. After compiling the lesson plan, the teacher prepares media and learning methods according to the learning needs as well as the facilities available to attract students' interest in learning.

The learning references used are in accordance with the curriculum set by the government. The teacher also uses a quality companion book as a mandatory reference in the learning process at school. Teachers can understand well students' interest in learning through approaches during learning activities so that teachers can easily plan approaches and learning methods as well as assignments to be given to students.

On the other hand, social science teacher at Modern Junior High School Al Rifa'ie Gondanglegi still don't meet the criteria for creative teachers. This can be seen through a research questionnaire that has been conducted by researcher, teacher is still unable to create and modify simple teaching aids for learning needs that are in accordance with students' learning interests and only utilize existing learning media, so it can be concluded that the social science teacher at Modern Junior High School Al Rifai'e Gondanglegi is still less creative in the planning stage of learning.

B. Planning Stages for the Creativity Pattern of Social Science Teacher at Al Izzah Junior High School Batu

Based on the results of research conducted by researcher, social science teacher at Al Izzah Junior High School Batu went through the stages of learning planning carried out by social science teacher at Al Izzah Junior High School Batu which went well, systematically, and regularly. In order to create an active and planned learning environment, teachers compile lesson plans (RPP) and syllabuses as learning references according to the curriculum set by the government.

The systematic preparation of lesson plans will facilitate learning activities in the classroom while at the same time creating an interactive, inspiring, fun, effective, and efficient learning environment. Lesson plan is prepared based on core competencies and basic competencies which are carried out in one or more meetings.

The lesson plans are planned at the beginning of each semester or the beginning of the learning year, apart from being a learning reference, it also serves to plan follow-up learning activities at the next meeting. By compiling lesson plans, the teacher at the same time plans and determines appropriate learning methods and media as teaching aids with the aim of helping students understand the lesson, such as making teaching aids and using various learning methods to attract student interest and train critical thinking skills so that students are more interested and can

be more understand the material being studied. Social science teacher at Al Izzah Junior High School also use quality of social science companion books as one of the mandatory references so students can better understand learning better.

Based on the results of the questionnaire that the researcher got, the social science teacher at Al Izzah Junior High School Batu was already skilled in making and modifying simple teaching aids as an effective learning medium for student learning needs. In addition, social science teacher also use interesting learning methods and strategies so that students can understand the subject matter well. Based on the results of the study, it can be concluded that the social science teacher at Al Izzah Junior High School Batu has met the criteria for creative teachers in preparing the lesson planning stage.

C. Implementation Stages for Creativity Pattern of Social Science Teacher at Modern Junior High School Al Rifa'ie Gondanglegi

The learning process is a series of activities that must be undertaken by students as an effort to educate themselves and fulfill learning objectives, as stated in the 1945 Constitution paragraph four which reads:

"Kemudian daripada itu untuk membentuk suatu pemerintah negara Indonesia dan untuk memajukan kesejahteraan umum, mencerdaskan kehidupan bangsa, dan ikut melaksanakan ketertiban dunia yang berdasarkan kemerdekaan, perdamaian abadi dan keadilan sosial, maka disusunlah kemerdekaan kebangsaan Indonesia, yang terbentuk dalam suatu susunan negara Republik Indonesia yang berkedaulatan raksyat dengan berdasarkan kepada: Ketuhanan Yang Maha Esa, Kemanusiaan yang Adil

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dan Beradab, Persatuan Indonesia, Kerakyatan yang dipimpin oleh hikmat kebijaksanaan dalam permusyawaratan/perwakilan.''

In the learning process, there is an interaction between educational components, one of which is students and educators in teaching and learning activities. In social science learning, in order to create active and directed learning interactions, creative teachers are needed. Based on the results of research conducted by researcher, before starting learning activities the social science teacher will condition students then attract students' interest with warm smiles and enthusiasm for learning.

One of the things that can spur the learning process for the better is the application of creativity. Creativity as an effort to produce something new and innovative is also mentioned in Al Qur'an surah Al Baqarah verse 219 which reads:

يَسْـَٔلُونَكَ عَنِ ٱلْخَمْرِ وَٱلْمَيْسِرِ ۖ قُلْ فِيهِمَآ إِثْمٌ كَبِيرٌ وَمَنَٰفِعُ لِلنَّاسِ وَإِثْمُهُمَآ أَكْبَرُ مِن نَّفْعِهِمَا ۗ وَيَسْـَٔلُونَكَ مَاذَا يُنفِقُونَ قُلِ ٱلْعَفْوَ ۗ كَذَٰلِكَ يُبَيِّنُ ٱللَّهُ لَكُمُ ٱلْءَايَٰتِ لَعَلَّكُمْ تَتَفَكَّرُونَ

Means:

"*Mereka bertanya kepadamu tentang khamar dan judi. Katakanlah: "Pada keduanya terdapat dosa yang besar dan beberapa manfaat bagi manusia tetapi dosa keduanya lebih besar dari manfaatnya". Dan mereka bertanya kepadamu apa*

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yang mereka nafkahkan. Katakanlah: "Yang lebih dari keperluan. Demikianlah Allah menerangkan ayat-ayat-Nya kepadamu supaya kamu berfikir."[76]

As mentioned in the above verse, the last verse which reads "*Allah menerangkan ayat-ayat-Nya kepadamu supaya kamu berfikir*" that Allah has clearly explained the laws of the Shari'a so that people think. In addition, this verse explains that in fact, in Islam, creativity gives freedom for the people to think creatively and be creative using their mind and conscience in solving life problems in the world.

In line with that the Prophet Muhammad said in the hadith which reads:

قَالَ رَسُوْلُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ : إِغْتَنِمْ خَمْسًا قَبْلَ خَمْسٍ . شَبَابَكَ قَبْلَ هَرَمِكَ .

وَصِحَتَكَ قَبْلَ سَقَهَكَ وَ غَنَمِكَ قَبْلَ فَقْرُكَ وَ فَرَغَكَ قَبْلَ سَغْلُكَ وَ حَيَتُكَ قَبْلَ مَوْتِكَ

Means:

Rasulullah SAW said: "Take advantage of five things before the arrival of five things: youth before old age arrives, healthy period before old age comes, rich period before poverty, leisure time before busy times and life before death."

This hadith explains the importance of utilizing five cases before the arrival of 5 cases in which if in life, young, healthy, have free time and are rich, be diligent

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[76] Al Qur'an, *loc. cit.*

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in carrying out worship, giving alms, studying religious knowledge and following all of His teachings and avoiding prohibitions because if death has come, so there is only regret.

Based on the results of the questionnaire that the researcher got, teacher at Modern Junior High School Al Rifa'ie Gondanglegi before starting the lesson attracted students' attention with warm smiles and also motivation to foster enthusiasm for student learning. Then the teacher conditions the class by checking the attendance list as well as inviting students to pray. Before starting learning, the teacher will re-explain the material that has been studied and then relate it to the material to be studied. This is useful for testing students' understanding of the material that has been studied.

Before discussing new material, the teacher must first convey the objectives of the material to be studied so that students can understand the learning objectives and analyze the differences in learning learned at the previous meeting. In the learning process, the social science teacher at Modern Junior High School Al Rifa'ie Gondanglegi uses good spoken and written language and utilizes varied and interesting learning media to support learning objectives to be achieved, for example using quality social science companion books and several other relevant media .

Social science teacher also always involve students in the learning process and provide examples that are relevant to daily activities so that students can immediately understand and study the material that has been studied directly and provide illustrations of subject matter in the form of mind maps. This method is very useful for shaping and arranging students' mindsets so that learning becomes more focused.

When the lesson is over, the social science teacher will ask questions about the material that has been studied as a measure of student understanding of the material that has been studied as well as provide opportunities for students who do not understand to ask questions, then the teacher will answer these questions as well as make a final assessment (evaluation) as well as directions to students. After evaluating the results of the learning process, the teacher will plan follow-up activities in the form of remedials, enrichments, quizzes and questions and answers.

On the other hand, a social science teacher at Modern Junior High School Al Rifa'ie Gondanglegi is still not skilled at creating learning variations in terms of multimedia, multisource and multi methods, in terms of material delivery. The teacher still rarely inserts games so that learning seems stiff and doesn't involve students in the use of learning media so that students become less active and less enthusiastic. The teacher still rarely use discussion and simulation methods as a

method to improve the learning process and they rarely involve students in concluding the results of the learning that has been learned.

D. Implementation Stages for the Creativity Pattern of Social Science Teacher at Al Izzah Junior High School Batu

Based on the results of the questionnaire that the researcher got, before starting the social science teacher learning activities Al Izzah Junior High School Batu attracted students' attention with warm smiles and also motivation to foster enthusiasm for student learning. Then the teacher conditions the class by checking the attendance list as well as inviting students to pray.

Before discussing new subject matter, the teacher repeats the material that has been taught and relates it to the material to be studied. This is useful for testing students' understanding of the material that has been studied. Then, the teacher conveys the objectives of the material to be studied so that students can understand the learning objectives and analyze differences in learning that were learned at the previous meeting.

In the teaching and learning process, the social science teacher at Al Izzah Junior High School Batu has used good spoken and written language and utilizes various and interesting learning media to support learning objectives to be achieved, for example using quality social science companion books supported by several teaching media which is relevant.

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Social science teacher always involve students in the use of learning media and the learning process and provide examples that are relevant to daily activities so that students can immediately understand and study the material that has been studied. In delivering learning materials, social science teacher often include games as a strategy and learning approach so that students become more active, cheerful and enthusiastic.

The Social science teacher is skilled in creating variations in learning, both in terms of multimedia, multisource, and multi methods. One of the methods used is the discussion method and the simulation method so that students get a clear and sequential illustration of the material being studied.

When the lesson is over, the social science teacher will give questions in accordance with the material being studied while providing opportunities for students to ask questions then the teacher will answer these questions as well as conclude the learning results that can be obtained with students and make final assessments and directions for students to be discussed at the meeting next. After that the social science teacher plans follow-up learning activities in the form of remedials and questions and answers to improve students' abilities and hone cognitive abilities.

On the other hand, social science teacher at Al Izzah Junior High School Batu still rarely provide illustrations of subject matter such as mind mapping so that students still do not understand the material being studied sequentially.

E. Creativity Results of Social Science Teacher at Modern Junior High School Al Rifa'ie Gondanglegi

Based on the results of the questionnaire obtained by the researcher, the researcher can conclude that the student achievement at Modern Junior High School Al Rifa'ie Gondanglegi is very good. This can be seen from the responses of students to the teacher's teaching method. In the learning process, students are able to understand social science learning material well. The material taught is very interesting, including using a variety of learning approaches and methods so that students are interested in participating in learning activities.

In terms of planning and implementation, the teacher has planned learning systematically both in terms of learning approaches and methods so that students can understand the material and benefits of social science learning and concentrate well in teaching and learning activities. Students have the courage to express their opinions in front of the class and dare to discuss with classmates.

On the other hand, students aren't able to immediately understand the learning material well so they need to ask the teacher to repeat the explanation. Students have a high sense of curiosity about social science lessons and follow

learning from start to finish. Therefore, students are rarely bored in teaching and learning activities. Students already understand and understand the benefits of learning ips in everyday life and are satisfied with the learning equipment available.

F. Creativity Results of Social Science Teacher at Al Izzah Junior High School Batu

In the social science learning process, students have sufficiently understood the aims and objectives of the learning described by the teacher in the classroom. Through social science learning activities, students already understand and understand and understand its benefits as problem solving in everyday life. The material taught uses multi-source and multi-method varied and interesting so that it can answer curiosity as well as increase enthusiasm and enthusiasm in learning.

When the social science teacher explains learning in front of the class, students pay attention to the explanation given by the social science teacher well. On the other hand, students still have difficulty concentrating, are still embarrassed to discuss with friends and express opinions in front of the class so that teachers still have to think of appropriate approaches and strategies to increase students' self-confidence and concentration.

The students also still can't understand the material with just one explanation so that it requires repetition of the material and also companion books along with other relevant and linear learning media to improve students' cognitive

understanding. students still feel that the material being studied is still not fully understood because of the lack of illustrations, one of which is the use of the mind mapping method which is still rarely used. One of the visible impacts is that students often feel bored because of the lack of illustrations so that the material being studied seems monotonous.

Based on the research conducted by the researcher, it can conclude that the student achievement at Al Izzah Junior High School Batu is good enough. In the planning and implementation stages, the teacher has prepared steps and preparations that are thorough and very good at the same time that meet the creative teacher standards.

CHAPTER VI

CLOSING

A. Conclusion

Based on the data exposure and data analysis described in the previous chapter, the following conclusions can be drawn:

1. Planning Stage for the Creativity Pattern of Social Science Teacher at Modern Junior High School Al Rifa'ie Gondanglegi

In the planning stages, social science teacher at Modern Junior High School Al Rifa'ie Gondanglegi already prepare themselves through approaches and methods to the facilitate and encourage the students motivation in the learning process. On the other hand, the teacher are still unable to create and modify simple teaching aids for learning needs that are in accordance with students' learning interests and only utilize existing learning media.

2. Planning Stage of the Social Science Teacher Creativity Pattern at Al Izzah Junior High School Batu

In the planning stages, the social science teacher at Al Izzah Junior High School Batu was already skilled in making and modifying simple teaching aids as an effective learning medium for student learning needs. the teacher also use

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interesting learning methods and strategies so that students can understand the subject matter well. The teacher also make and modify a simple teaching aids as an effective learning medium for student learning needs. Social science teacher also use interesting learning methods and strategies so that students can understand the subject matter well.

3. Implementation Stage for the Creativity Pattern of Social Science Teacher at Modern Junior High School Al Rifa'ie Gondanglegi

In the implementation stage, social science teacher at Modern Junior High School Al Rifa'ie Gondanglegi has involve the students in the learning process and provide the illustrations of subject matter in the form of mind maps. The teacher also give some task to improve the students' comprehension and cognitive abilities through creative tasks such as arranging puzzle pieces into a map of the area. On the other hand, the teacher still not make the learning variation in tems of material delivery. The teacher still rarely use discussion and simulation methods to improve the learning process and they rarely involve students in concluding the results of the learning that has been learned.

4. Implementation Stage for the Creativity Pattern of Social Science Teacher at Al Izzah Junior High School Batu

In the implementation stage, social science teacher at Al Izzah Junior High School Batu already using quality learning media and supporting student learning

well, such as using the internet using a laptop device and accompanying books. The teacher is skilled in creating variations in learning such as discussion method and study group. The teacher often include games as a strategy and learning approach so that students become more active, cheerful, and enthusiastic. On the other hand, social science teacher at Al Izzah Junior High School Batu still rarely provide illustrations of subject matter such as mind mapping so that students still don't understand the material being studied sequentially.

5. Creativity Result of Social Science Teacher at Modern Junior High School Al Rifa'ie Gondanglegi

The result of social science teacher creativity at Modern Junior High School Al Rifa'ie Gondanglegi is good enough. In terms of planning and implementation, the teacher has planned learning systematically both in terms of learning approaches and the methods. In the learning process, students are able to understand social science learning material well. The material taught is very interesting, including using a variety of learning approaches and methods so that students are interested in participating in learning activities.

6. Creativity Result of Social Science Teacher at Al Izzah Junior High School Batu

The result of social science teacher creativity at Modern Junior High School Al Rifa'ie Gondanglegi is good enough. Through social science learning activities,

students already understand and understand and understand its benefits as problem solving in everyday life. The material taught uses multi-source and multi-method varied and interesting so that it can answer curiosity as well as increase enthusiasm and enthusiasm in learning. On the other hand, students still have difficulty concentrating, are still embarrassed to discuss with friends and express opinions in front of the class so that teachers still have to think of appropriate approaches and strategies to increase students' self-confidence and concentration.

B. Suggestion

Based on the research results obtained by the researcher, the researcher can suggest that in channeling the creativity of the teachers, there are 3 stages, namely the planning stage, the implementation stage and the results. Based on the data exposure and data analysis described in the previous chapter, the following suggestion can be drawn:

1. In the planning stage of social science teacher at Modern Junior High School Al Rifa'ie Gondanglegi, it would be better if the teacher create and modify simple teaching aids for learning needs that are in accordance with students' learning interests and better utilize and collaborate on relevant learning media. The teacher also has to apply more appropriate approaches and strategies so that students can better understand the material being studied.

2. In the planning stage of social science teacher at Al Izzah junior high school Batu, the teacher should prepare some illustration to make student more understand with the material that's being studied.

3. In the implementation stage of social science teacher at Modern Junior High School Al Rifa'ie Gondanglegi, the teacher should use multimedia, multisource and multimethods to make the learning situation becomes more enjoyable

4. In the implementation stage of social science teacher at Al Izzah Junior High School Batu, the teacher is advised to use attractive learning illustrations so that students can understand learning more optimally.

5. At the stage of the results of the creativity of social science teacher at Modern Junior High School Al Rifa'ie Gondanglegi, the teacher must pay more attention to the learning methods and learning strategies that will be applied to students. when students feel bored it will be better if the teacher provides learning that is interspersed with games so that students become more active, responsive, and cheerful in learning activities

6. At the stage of the result of the creativity of social science teacher at Al Izzah Junior High School Batu, the teacher must pay more attention to the interests and talents of students and use appropriate methods and strategies so that students can understand the learning material well and do not feel bored.

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APPENDIX

APPENDIX 1 RESEARCH PERMIT AT MODERN JUNIOR HIGH SCHOOL AL RIFA'IE GONDANGLEGI

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : 1167/Un.03.1/TL.00.1/06/2020   26 Juni 2020
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada
Yth. Kepala SMP Modern Al Rifa'ie Gondanglegi
di
      Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Ikke Yolanda
NIM	:	16130116
Jurusan	:	Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik	:	Genap - 2019/2020
Judul Skripsi	:	**Studi Komparasi Kreatifitas Guru Pendidikan Ilmu Pengetahuan Sosial terhadap Prestasi Belajar Siswa (Studi Multi Situs di Sekolah Menengah Pertama Al Izzah Batu dan Sekolah Menengah Pertama Modern Al Rifa'ie Gondanglegi)**
Lama Penelitian	:	**Juni 2020** sampai dengan **Agustus 2020** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :
1. Yth. Ketua Jurusan PIPS
2. Arsip

APPENDIX II RESEARCH PERMIT AT AL IZZAH JUNIOR HIGH SCHOOL BATU

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 1018/Un.03.1/TL.00.1/04/2020	10 April 2020
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada
Yth. Kepala SMP Al-Izzah Batu
di
     Batu

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Ikke Yolanda
NIM	:	16130116
Jurusan	:	Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik	:	Genap - 2019/2020
Judul Skripsi	:	**Studi Komparasi Kreatifitas Guru Pendidikan Ilmu Pengetahuan Sosial Terhadap Prestasi Belajar Siswa (Studi Multi Situs di Sekolah Menengah Pertama Al Izzah Batu dan Sekolah Menengah Pertama Ar-Rifa'ie Gondanglegi)**
Lama Penelitian	:	**April 2020** sampai dengan **Juni 2020** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :
1. Yth. Ketua Jurusan PIPS
2. Arsip

APPENDIX III PROOF OF THESIS CONSULTATION

Nama   : Ikke Yolanda

NIM   : 16130116

Judul   : Comparative Study of the Creativity of Social Science Teacher to Student Learning Achievement (Multiside study in Modern Junior High School Al Rifa'ie Gondanglegi and Al Izzah Junior High School Batu)

Dosen Pembimbing : Dr. Hj. Ni'matuz Zuhroh, M.Si

NIP   : 197312122006042001

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Dosen Pembimbing
1	11 Maret 2020	Konsultasi bab IV dan revisi bab I, II	
2	30 Maret 2020	Konsultasi bab I, II, dan IV	
3	10 April 2020	Konsultasi bab IV dan V	
4	14 April 2020	Konsultasi skripsi secara keseluruhan	
5	16 April 2020	Konsultasi bab I – VI	
6	14 Juli 2020	Konsultasi dan revisi ulang bab II dan IV	
7	16 Juli 2020	Konsultasi bab V, VI dan lampiran	
8			
9			

Malang, 11 Sepetember 2020
Ketua Jurusan PIPS,

Dr. Alfiana Yuli Efianti, M.A
NIP. 19710701200642001

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APPENDIX IV TEACHER QUESTIONNAIRE AT AL IZZAH JUNIOR HIGH SCHOOL BATU

ANGKET PENDIDIK

STUDI KOMPARASI KREATIFITAS GURU PENDIDIKAN ILMU PEGETAHUAN SOSIAL TERHADAP PRESTASI BELAJAR SISWA
(Studi multi situs di Sekolah Menengah Pertama Al Izzah Batu dan Sekolah Menegah Pertama Al Rifa'ie Gondanglegi)

A. Petunjuk Pengisian

Mohon saudara/saudari bersedia mengisi daftar isian berikut sesuai dengan keadaan sebenarnya.

1. Petunjuk menjawab

   SS   = Sangat Setuju   (Skor = 5)

   S   = Setuju   (Skor = 4)

   RR   = Ragu-Ragu   (Skor = 3)

   TS   = Tidak Setuju   (Skor = 2)

   STS   = Sangat Tidak Setuju   (Skor = 1)

2. Bacalah setiap pertanyaan dengan seksama, kemudian pilihlah salah satu jawaban yang dianggap paling sesuai dengan kondisi dan keadaan Saudara/Saudari dengan cara memberi tanda checklist (√) pada kotak jawaban.

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Contoh:

No	Pertanyaan	SS	S	R	TS	STS
1	Dalam proses belajar mengajar, guru menggunakan media pembelajaran.				√	

3. Atas kesediaannya mengisi angket saya ucapkan terima kasih.

B. Data Responden

Nama : Anita Higmawati, S.Pd

NIP : -

Jenis kelamin : Perempuan

Jabatan : Guru Ilmu Pengetahuan Sosial

Sekolah : SMP AL IZZAH IIBS

C. Daftar Pertanyaan

No	Pernyataan	Kriteria Jawaban				
		SS	S	R	TS	STS
1	Dalam membuka pelajaran, guru IPS menarik perhatian siswa dengan perkenalan di sertai senyuman hangat dan rasa antusias untuk memulai pelajaran.	✓				
2	Guru IPS mempersiapkan materi ajar sebelum proses belajar mengajar.	✓				
3	Ketika membuka pelajaran, guru IPS memberikan kaitan materi pembelajaran	✓				

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	sebelumnya dengan materi yang akan di pelajari.					
4	Sebelum pembelajaran berlangsung, guru IPS dapat mengkondisikan peserta didik.	✓				
5	Sebelum memulai pelajaran, guru IPS Terpadu menyampaikan tujuan pembelajaran.		✓			
6	Guru IPS menggunakan media pembelajaran ketika menjelaskan materi pelajaran di depan kelas.	✓				
7	Guru IPS menggunakan media pembelajaran IPS yang bervariasi dan menarik.		✓			
8	Guru IPS melibatkan siswa dalam pemanfaatan media pembelajaran.		✓			
9	Guru IPS menggunakan bahasa lisan dan tulis dengan baik.		✓			
10	Guru IPS selalu melibatkan siswa dalam proses pembelajaran.	✓				
11	Guru IPS selalu melakukan penilaian akhir sesuai dengan tujuan pembelajaran.	✓				
12	Guru IPS menggunakan metode diskusi untuk menyelesaikan masalah.		✓			
13	Guru IPS menggunakan metode diskusi untuk meningkatkan proses belajar mengajar.		✓			
14	Guru IPS memberikan pertanyaan kepada siswa sesuai dengan materi pelajaran ketika dalam proses belajar mengajar.	✓				

15	Guru IPS mengaitkan dan memberi contoh nyata dan relevan dalam kehidupan sehari-hari ketika proses belajar mengajar.	✓				
16	Guru IPS menjelaskan materi dengan diselingi humor atau permainan sehingga siswa menjadi aktif, ceria dan antusias dalam mengikuti pelajaran.		✓			
17	Guru IPS mengilustrasikan materi pelajaran yang akan di pelajari dalam bentuk mind maping sebelum menjelaskan materi pelajaran di depan kelas.			✓		
18	Guru IPS kreatif dalam pemanfaatan media belajar sehingga suasana belajar menjadi lebih hidup dan menyenangkan.		✓			
19	Guru IPS menggunakan metode simulasi dalam proses belajar mengajar.		✓			
20	Guru IPS terampil dalam mengadakan variasi pembelajaran seperti penggunaan multisumber, multimedia dan multimetode.		✓			
21	Guru IPS dapat menciptakan dan memodifikasi alat peraga sederhana untuk keperluan pembelajaran yang sesuai dan menarik minat siswa.		✓			
22	Setelah pelajaran selesai, guru IPS memberikan arahan kepada siswa untuk mempelajari pelajaran yang akan di bahas di pertemuan selanjutnya.	✓				

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23	Apabila siswa mengalami kesulitan memahami pelajaran, guru IPS memberikan kesempatan kepada siswa untuk bertanya.	✓				
24	Guru IPS memilih metode mengajar yang baik dan menyesuaikan dengan materi pelajaran maupun kondisi peserta didik.	✓				
25	Guru IPS menyimpulkan hasil pembelajaran dengan melibatkan siswa.	✓				
26	Guru IPS merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran seperti remedial maupun tanya jawab.	✓				
27	Guru IPS menggunakan buku pendamping yang berkualitas selain buku paket IPS Terpadu yang ada.	✓				

APPENDIX V TEACHER QUESTIONNAIRE AT MODERN JUNIOR HIGH SCHOOL AL RIFA'IE GONDANGLEGI

ANGKET

STUDI KOMPARASI KREATIFITAS GURU PENDIDIKAN ILMU PEGETAHUAN SOSIAL TERHADAP PRESTASI BELAJAR SISWA
(Studi multi situs di Sekolah Menengah Pertama Al Izzah Batu dan Sekolah Menegah Pertama Modern Al Rifa'ie Gondanglegi)

A. Petunjuk Pengisian

Mohon saudara/saudari bersedia mengisi daftar isian berikut sesuai dengan keadaan sebenarnya.

1. Petunjuk Menjawab

   SS   = Sangat Setuju   (Skor = 5)

   S   = Setuju   (Skor = 4)

   RR   = Ragu-Ragu   (Skor = 3)

   TS   = Tidak Setuju   (Skor = 2)

   STS   = Sangat Tidak Setuju   (Skor = 1)

2. Bacalah setiap pertanyaan dengan seksama, kemudian pilihlah salah satu jawaban yang dianggap paling sesuai dengan kondisi dan keadaan Saudara/Saudari dengan cara memberi tanda checklist (√) pada kotak jawaban.

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Contoh:

No	Pertanyaan	SS	S	R	TS	STS
1	Dalam proses belajar mengajar, guru menggunakan media pembelajaran.				√	

3. Atas kesediaannya mengisi angket saya ucapkan terima kasih.

B. Data Responden

Nama   : Lilik Umiyanti

NIP   : -

Jenis Kelamin : Perempuan

Jabatan   : Guru IPS

Sekolah   : SMP Al-Rifa'ie Gondanglegi

C. Daftar Pertanyaan

No	Pernyataan	Kriteria Jawaban				
		SS	S	R	TS	STS
1	Dalam membuka pelajaran, guru IPS menarik perhatian siswa dengan perkenalan di sertai senyuman hangat dan rasa antusias untuk memulai pelajaran.	V				
2	Guru IPS mempersiapkan materi ajar sebelum proses belajar mengajar.	V				
3	Ketika membuka pelajaran, guru IPS memberikan kaitan materi pembelajaran	V				

	sebelumnya dengan materi yang akan di pelajari.				
4	Sebelum pembelajaran berlangsung, guru IPS dapat mengkondisikan peserta didik.	V			
5	Sebelum memulai pelajaran, guru IPS Terpadu menyampaikan tujuan pembelajaran.		V		
6	Guru IPS menggunakan media pembelajaran ketika menjelaskan materi pelajaran di depan kelas.		V		
7	Guru IPS menggunakan media pembelajaran IPS yang bervariasi dan menarik.		V		
8	Guru IPS melibatkan siswa dalam pemanfaatan media pembelajaran.			V	
9	Guru IPS menggunakan bahasa lisan dan tulis dengan baik.	V			
10	Guru IPS selalu melibatkan siswa dalam proses pembelajaran.		V		
11	Guru IPS selalu melakukan penilaian akhir sesuai dengan tujuan pembelajaran.	V			
12	Guru IPS menggunakan metode diskusi untuk menyelesaikan masalah.			V	
13	Guru IPS menggunakan metode diskusi untuk meningkatkan proses belajar mengajar.			V	
14	Guru IPS memberikan pertanyaan kepada siswa sesuai dengan materi pelajaran ketika dalam proses belajar mengajar.		V		

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15	Guru IPS mengaitkan dan memberi contoh nyata dan relevan dalam kehidupan sehari-hari ketika proses belajar mengajar.		V			
16	Guru IPS menjelaskan materi dengan diselingi humor atau permainan sehingga siswa menjadi aktif, ceria dan antusias dalam mengikuti pelajaran.			V		
17	Guru IPS mengilustrasikan materi pelajaran yang akan di pelajari dalam bentuk mind maping sebelum menjelaskan materi pelajaran di depan kelas.	V				
18	Guru IPS kreatif dalam pemanfaatan media belajar sehingga suasana belajar menjadi lebih hidup dan menyenangkan.		V			
19	Guru IPS menggunakan metode simulasi dalam proses belajar mengajar.			V		
20	Guru IPS terampil dalam mengadakan variasi pembelajaran seperti penggunaan multisumber, multimedia dan multimetode.			V		
21	Guru IPS dapat menciptakan dan memodifikasi alat peraga sederhana untuk keperluan pembelajaran yang sesuai dan menarik minat siswa.					V
22	Setelah pelajaran selesai, guru IPS memberikan arahan kepamengada siswa untuk mempelajari pelajaran yang akan di bahas di pertemuan selanjutnya.	V				

23	Apabila siswa mengalami kesulitan memahami pelajaran, guru IPS memberikan kesempatan kepada siswa untuk bertanya.	V				
24	Guru IPS memilih metode mengajar yang baik dan menyesuaikan dengan materi pelajaran maupun kondisi peserta didik.		V			
25	Guru IPS menyimpulkan hasil pembelajaran dengan melibatkan siswa.			V		
26	Guru IPS merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran seperti remedial maupun tanya jawab.		V			
27	Guru IPS menggunakan buku pendamping yang berkualitas selain buku paket IPS Terpadu yang ada.		V			

APPENDIX VI STUDENT QUESTIONNAIRE AT MODERN JUNIOR HIGH SCHOOL AL RIFA'IE GONDANGLEGI

ANGKET

STUDI KOMPARASI KREATIFITAS GURU PENDIDIKAN ILMU PEGETAHUAN SOSIAL TERHADAP PRESTASI BELAJAR SISWA
(Studi multi situs di Sekolah Menengah Pertama Al Izzah Batu dan Sekolah Menegah Pertama Modern Al Rifa'ie Gondanglegi)

A. Petunjuk Pengisian

Mohon saudara/saudari bersedia mengisi daftar isian berikut sesuai dengan keadaan sebesarnya.

1. Petunjuk Menjawab

   SS   = Sangat Setuju   (Skor = 5)

   S   = Setuju   (Skor = 4)

   RR   = Ragu-Ragu   (Skor = 3)

   TS   = Tidak Setuju   (Skor = 2)

   STS   = Sangat Tidak Setuju   (Skor = 1)

2. Bacalah setiap pertanyaan dengan seksama, kemudian pilihlah salah satu jawaban yang dianggap paling sesuai dengan kondisi dan keadaan Saudara/Saudari dengan cara memberi tanda checklist (√) pada kotak jawaban.

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Contoh:

No	Pertanyaan	SS	S	RR	TS	STS
1	Dalam proses belajar mengajar, guru menggunakan media pembelajaran.				√	

3. Atas kesediaannya mengisi angket saya ucapakan terima kasih.

B. Data Responden

Nama   :

Jenis kelamin   :

Kelas   :

Sekolah   : SMP Al Rifa'ie

C. Daftar Pertanyaan

No	Pernyataan	Kriteria Jawaban				
		SS	S	RR	TS	STS
1	Saya memperhatikan penjelasan guru mata pelajaran IPS dari awal sampai akhir.		√			
2	Saya mengerti dan memahami penjelasan materi belajar IPS dengan baik.			√		
3	Materi IPS yang di ajarkan oleh guru IPS sangatlah menarik.		√			
4	Saya bersemangat mengikuti kegiatan pembelajaran IPS.			√		
5	Saya kurang mengerti dengan materi yang di sampaikan oleh guru.			√		

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6	Saya langsung paham dengan materi yang disampaikan guru.			√		
7	Saya memerlukan pengulangan materi dari guru supaya memahami materi.		√			
8	Saya merasa materi yang saya pelajari membantu saya memecahkan permasalahan saya dalam kehidupan sehari-hari.		√			
9	Saya merasa materi yang saya pelajari tidak membantu saya dalam kehidupan sehari-hari.			√		
10	Saya memahami dan mendapat manfaat setelah mempelajari materi pelajaran IPS		√			
11	Saya merasa tidak memahami materi pelajaran IPS yang telah di pelajari di dalam kelas.			√		
12	Saya dapat berkonsentrasi selama kegiatan pembelajaran.		√			
13	Saya kesulitan dalam berkonsentrasi selama kegiatan pembelajaran.			√		
14	Saya perlu membuka buku catatan ketika mengerjakan tugas.	√				
15	Saya berani menyampaikan pendapat di depan kelas.		√			
16	Saya merasa malu ketika menyampaikan pendapat di depan kelas.			√		
17	Saya senang berdiskusi dengan teman.	√				

No	Pernyataan					
18	Saya merasa malu untuk berdiskusi dengan teman.				√	
19	Saya merasa kegiatan pembelajaran IPS yang saya ikuti bermanfaat untuk kehidupan sehari-hari.		√			
20	Saya merasa materi pelajaran IPS sulit untuk di pahami.			√		
21	Saya merasa materi pelajaran IPS mudah untuk di pahami.			√		
22	Saya merasa kegiatan pembelajaran dapat menjawab rasa ingin tahu saya.	√				
23	Saya mengikuti kegiatan pembelajaran dari awal sampai akhir.	√				
24	Saya merasa bosan dalam mempelajari materi pelajaran IPS.				√	
25	Saya merasa perlengkapan yang saya butuhkan selama kegiatan pembelajaran terpenuhi.		√			
26	Saya merasa perlengkapan yang saya butuhkan selama kegiatan pembelajaran kurang.			√		

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APPENDIX VII STUDENT QUESTIONNAIRE AT AL IZZAH JUNIOR HIGH SCHOOL BATU

ANGKET

STUDI KOMPARASI KREATIFITAS GURU PENDIDIKAN ILMU PEGETAHUAN SOSIAL TERHADAP PRESTASI BELAJAR SISWA

(Studi multi situs di Sekolah Menengah Pertama Al Izzah Batu dan Sekolah Menegah Pertama Modern Al Rifa'ie Gondanglegi)

A. Petunjuk Pengisian

Mohon saudara/saudari bersedia mengisi daftar isian berikut sesuai dengan keadaan sebesarnya.

1. Petunjuk Menjawab

   SS   = Sangat Setuju   (Skor = 5)

   S   = Setuju   (Skor = 4)

   RR   = Ragu-Ragu   (Skor = 3)

   TS   = Tidak Setuju   (Skor = 2)

   STS   = Sangat Tidak Setuju   (Skor = 1)

2. Bacalah setiap pertanyaan dengan seksama, kemudian pilihlah salah satu jawaban yang dianggap paling sesuai dengan kondisi dan keadaan Saudara/Saudari dengan cara memberi tanda checklist (√) pada kotak jawaban.

Contoh:

No	Pertanyaan	SS	S	RR	TS	STS
1	Dalam proses belajar mengajar, guru menggunakan media pembelajaran.				√	

3. Atas kesediaannya mengisi angket saya ucapakan terima kasih.

B. Data Responden

Nama   :

Jenis kelamin :

Kelas   :

Sekolah   : SMP Al Izzah Batu

C. Daftar Pertanyaan

No	Pernyataan	Kriteria Jawaban				
		SS	S	RR	TS	STS
1	Saya memperhatikan penjelasan guru mata pelajaran IPS dari awal sampai akhir.					
2	Saya mengerti dan memahami penjelasan materi belajar IPS dengan baik.					
3	Materi IPS yang di ajarkan oleh guru IPS sangatlah menarik.					
4	Saya bersemangat mengikuti kegiatan pembelajaran IPS.					
5	Saya kurang mengerti dengan materi yang di sampaikan oleh guru.					

6	Saya langsung paham dengan materi yang disampaikan guru.					
7	Saya memerlukan pengulangan materi dari guru supaya memahami materi.					
8	Saya merasa materi yang saya pelajari membantu saya memecahkan permasalahan saya dalam kehidupan sehari-hari.					
9	Saya merasa materi yang saya pelajari tidak membantu saya dalam kehidupan sehari-hari.					
10	Saya memahami dan mendapat manfaat setelah mempelajari materi pelajaran IPS					
11	Saya merasa tidak memahami materi pelajaran IPS yang telah di pelajari di dalam kelas.					
12	Saya dapat berkonsentrasi selama kegiatan pembelajaran.					
13	Saya kesulitan dalam berkonsentrasi selama kegiatan pembelajaran.					
14	Saya perlu membuka buku catatan ketika mengerjakan tugas.					
15	Saya berani menyampaikan pendapat di depan kelas.					
16	Saya merasa malu ketika menyampaikan pendapat di depan kelas.					
17	Saya senang berdiskusi dengan teman.					

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| 18	Saya merasa malu untuk berdiskusi dengan teman.					
19	Saya merasa kegiatan pembelajaran IPS yang saya ikuti bermanfaat untuk kehidupan sehari-hari.					
20	Saya merasa materi pelajaran IPS sulit untuk di pahami.					
21	Saya merasa materi pelajaran IPS mudah untuk di pahami.					
22	Saya merasa kegiatan pembelajaran dapat menjawab rasa ingin tahu saya.					
23	Saya mengikuti kegiatan pembelajaran dari awal sampai akhir.					
24	Saya merasa bosan dalam mempelajari materi pelajaran IPS.					
25	Saya merasa perlengkapan yang saya butuhkan selama kegiatan pembelajaran terpenuhi.					
26	Saya merasa perlengkapan yang saya butuhkan selama kegiatan pembelajaran kurang.					

APPENDIX VIII PROOF OF RESEARCH AT MODERN JUNIOR HIGH SCHOOL AL RIFA'IE GONDANGLEGI

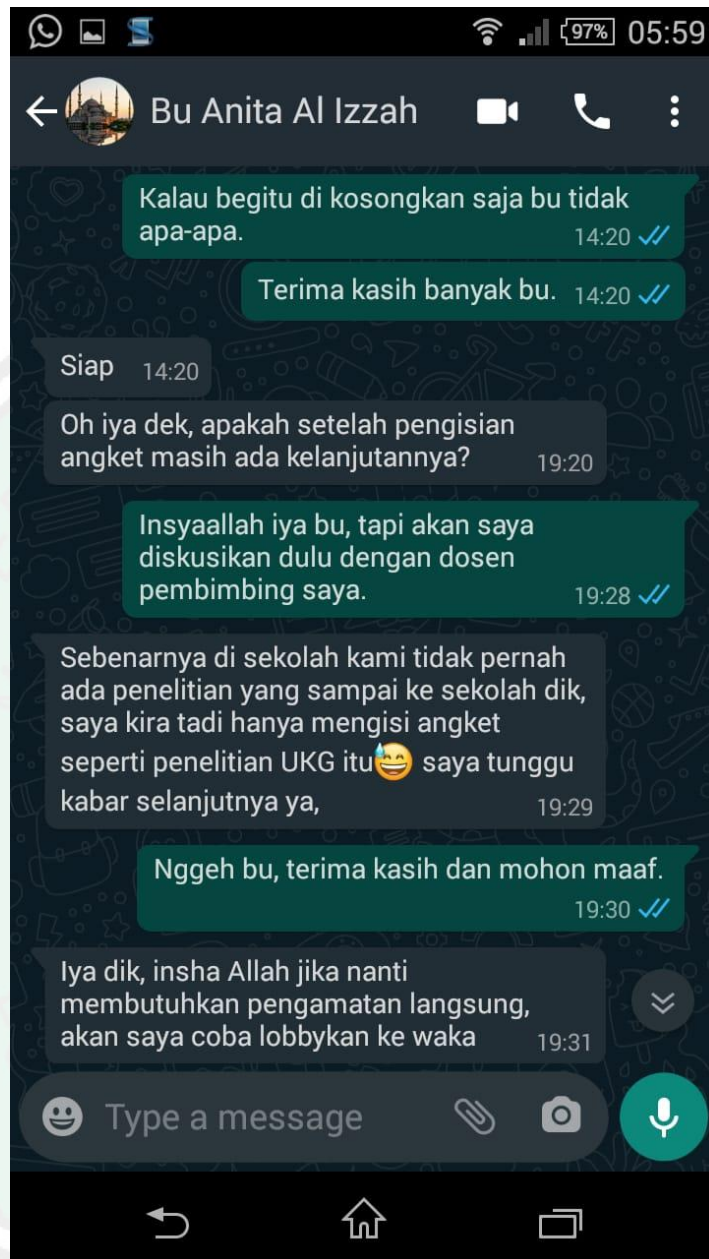**APPENDIX IX PROOF OF RESEARCH AT AL IZZAH JUNIOR HIGH SCHOOL BATU**
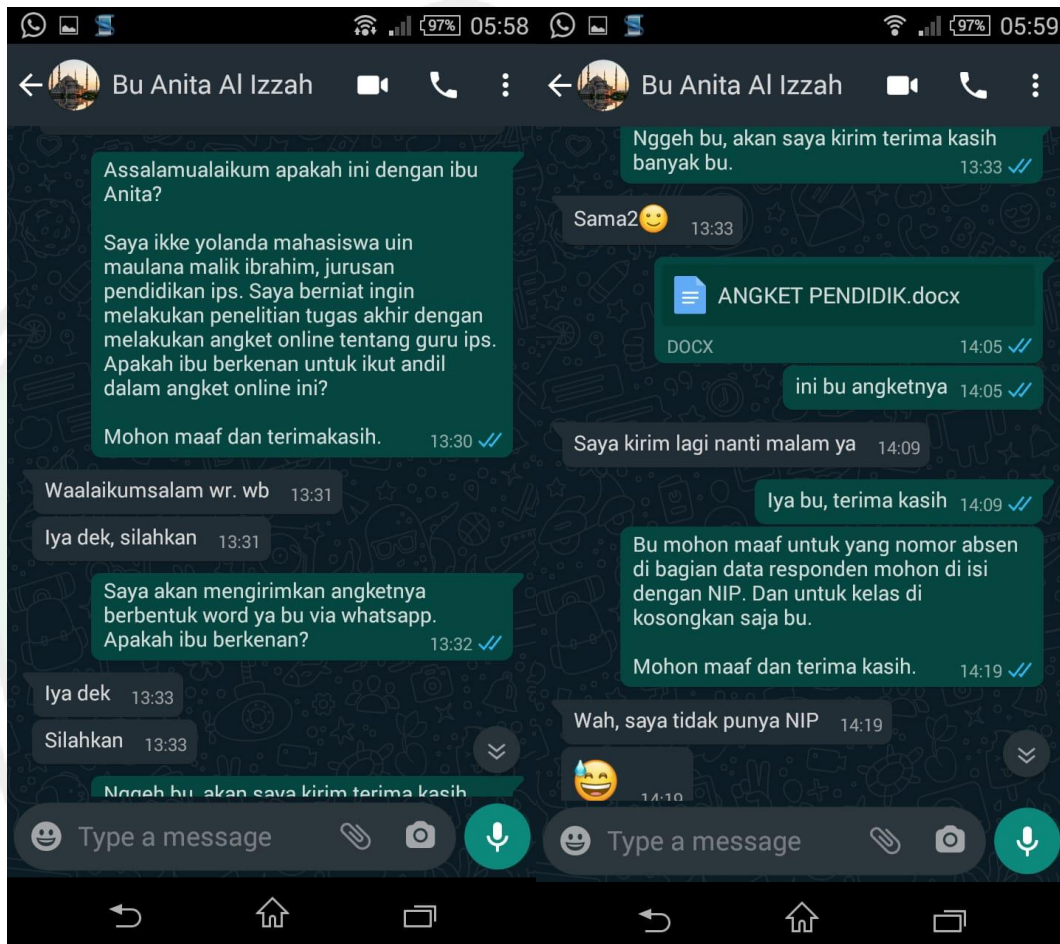
APPENDIX X PROOF OF OBSERVATION AT MODERN JUNIOR HIGH SCHOOL AL RIFA'IE GONDANGLEGI

Observation to Modern Junior High School Al Rifa'ie Gondanglegi on September 14th, 2020

Visiting Social Science Teacher's Home of Modern Junior High School Al Rifa'ie Gondanglegi on September 14th, 2020

APPENDIX XI PROOF OF OBSERVATION AT AL IZZAH JUNIOR HIGH SCHOOL BATU

Observation to Al Izzah Junior High School Batu on September 13th, 2020

Provide a Research Permit to Al Izzah Junior High School Batu on September 13th, 2020

APPENDIX XII CERTIFICATE OF HAVING CONDUCTED RESEARCH

PONDOK MODERN AL-RIFA'IE
SMP AL-RIFA'IE GONDANGLEGI
Terakreditasi A

NSS : 204051815317   NDS : 2005130316   NPSN : 20517414

Jl. Raya Ketawang No. 1 ☎ (0341) 876096-874197 Gondanglegi 65174 Kab. Malang

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SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : 025/I02.27/SMP.AR/HM.3/IX/2020

Yang bertandatangan di bawah ini Kepala Sekolah Menengah Pertama Al-Rifa'ie Gondanglegi Kabupaten Malang, menerangkan dengan sebenarnya bahwa :

Nama	: **IKE YOLANDA**
NIM	: 16130116
Jurusan	: Pendidikan Ilmu Pengetahuan Sosial
Universitas	: Universitas Islam Negeri Maulana Malik Ibrahim Malang
Semester – Tahun Akademik	: Ganjil – 2019/2020

Benar-benar telah melaksanakan penelitian guna memenuhi tugas akhir perkuliahan berupa penyusunan skripsi dengan Judul : **"Comparative Study Of The Creativity Of Social Science Teacher To Student Learning Achievement (Multisite Study in Modern Junior High School Al-Rifa'ie Gondanglegi and Al Izzah Junior High School Batu)"**.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Gondanglegi, 16 September 2020

Kepala Sekolah,

Nurhidin, S.Pd

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**APPENDIX XIII LESSON PLAN AT AL IZZAH JUNIOR HIGH SCHOOL
BATU**

RENCANA PELAKSANAAN PEMBELAJARAN
KI 3, KD 1.1

Satuan Pendidikan   : SMP Al Izzah IIBS

Mata Pelajaran   : IPS

Kelas/Semester   : IX/Ganjil

Materi Pokok   : Interaksi Antarnegara Asia dan Benua Lainnya

Sub Materi   : Kondisi Geografis Benua Asia dan Benua Lainnya

Alokasi Waktu   : 6JP

1. **Tujuan Pembelajaran**

    Melalui pengamatan keruangan wilayah benua Asia peserta didik mampu
    mengkaji interaksi antarruang serta pengaruhnya terhadap kehidupan manusia
    dalam aspek ekonomi, sosial, budaya, dan pendidikan.

2. **Langkah-Langkah Kegiatan Pembelajaran**

    2.1 Alat dan Bahan

        2.1.1 Alat dan Media

              Komputer, Proyektor, Slide Power Point (ppt), Atlas, Globe

        2.1.2 Bahan

              Worksheet dan ATK

        2.1.3 Pertanyaan

              1) Berapa luas masing-masing benua di dunia?

              2) Apa batas-batas masing-masing benua?

              3) Bagaimana karakteristik benua Asia dan benua lainnya?

              4) Apa saja iklim yang dimiliki benua Asia dan benua lainnya?

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2.2 Peserta didik berlatih praktik/mengerjakan tugas berikut:

Peserta didik mampu menunjukkan batas-batas masing-masing benua dalam peta buta.

2.3 Peserta didik mempresentasikan hasil kerja kelompok/individu

Peserta didik menyajikan hasil telaah dalam bentuk tulisan.

2.4 Menyimpulkan dan Penilaian Pembelajaran

    2.4.1 Kesimpulan Pembelajaran

        Peserta didik bersama-sama dengan guru menyimpulkan materi

yang telah dibahas.

    2.4.2 Penilaian Pembelajaran

- Sikap   : Observasi/Jurnal;
- Pengetahuan   : Worksheet dan Penugasan
- Keterampilan   : Presentasi hasil pengamatan dalam bentuk tulisan

Mengetahui,   Batu, 20 Juli 2020

Kepala SMP Al Izzah,   Guru Mata Pelajaran

Aziz Effendy, S.Si   **Anita Higmawati, S.Pd**

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APPENDIX XIV LESSON PLAN AT MODERN JUNIOR HIGH SCHOOL AL RIFA'IE GONDANGLEGI

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMP AL-RIFAIE GONDANGLEGI
Mata Pelajaran	: IPS
Kelas/Semester	: IX/ Ganjil
KD	: Memahami perubahan keruangan dan interaksi antar ruang negara-negara Asia dan benua lainnya yang diakibatkan faktor alam, manusia dan pengaruhnya terhadap keberlangsungan kehidupan manusia dalam ekonomi, sosial, pendidikan dan politik
Materi/KD	: Interaksi Antarnegara Asia dan Negara Lainnya
Alokasi Waktu	: 1 x pertemuan (2 x 40 menit)

A. TUJUAN PEMBELAJARAN

Setelah mempelajari materi ini siswa dapat memahami dan menyebutkan letak dan luas Benua Asia dan Benua lainnya, dengan rasa ingin tahu, tanggungjawab, jujur, dan pantang menyerah.

B. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan   ➢ Guru mengucapkan salam dan berdoa   ➢ Guru mengabsen kehadiran peserta didik   ➢ Guru menyapa dan memberikan motivasi kepada peserta didik

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➢ Guru menyebutkan materi yang akan dipelajari dan tujuan pembelajarannya.
Kegiatan Inti 1. Guru menyampaikan materi dengan judul "Letak dan Luas Benua 2. Peserta didik diminta untuk menyimak materi yang disampaikan oleh guru 3. Guru memberikan kesempatan kepada peserta didik untuk bertanya tantang hal yang belum diketahui berkaitan dengan materi yang disampaikan oleh guru 4. Guru membagi menjadi 5 kelompok. Tiap kelompok membuat puzzle peta benua yang telah ditentukan 5. Secara acak peserta didik mempresentasikan puzzle peta benua
Kegiatan Penutup ➢ Guru bersama peserta didik menyimpulkan pembelajaran hari ini ➢ Guru dan peserta didik menutup pembelajaran hari ini dengan doa ➢ Guru menutup dengan memberi salam

C. PENILAIAN

1. Penilaian Sikap : Tehnik Observasi, Bentuk Jurnal
2. Penilaian Pengetahuan : Tehnik Tertulis, Bentuk Pilihan Ganda
3. Penilaian Keterampilan : Unjuk Kerja berupa produk

Mengetahui   Gondanglegi, 20 Juli 2020

Kepala Sekolah   Guru mata pelajaran

Nurjanah, S.Pd   **Lilik Umiyanti, S.Pd**

Kelompok:

Nama : 1……………………

             2……………………

             3……………….……

             4………………......

             5…………………...

AKTIVITAS KELOMPOK

KD   : Memahami perubahan keruangan dan interaksi antar ruang negara-negara Asia dan benua lainnya yang diakibatkan faktor alam, manusia dan pengaruhnya terhadap keberlangsungan kehidupan manusia dalam ekonomi, sosial, pendidikan dan politik

Materi : Letak dan Luas Benua

Kelas : IX

### Aktivitas Kelompok

1. Buatlah peta benua sesuai dengan pembagian kelompok!

2. Peta harus sesuai dengan komponen-komponen dalam peta!

3. Setelah peta selesai, jadikan dalam potongan-potongan puzzle!

4. Presentasikan dengan membongkar puzzle dan menatanya kembali!

5. Kumpulkan hasilnya pada guru untuk dinilaikan!

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APPENDIX XV LEARNING MEDIA PHOTOS AT AL IZZAH JUNIOR HIGH SCHOOL BATU
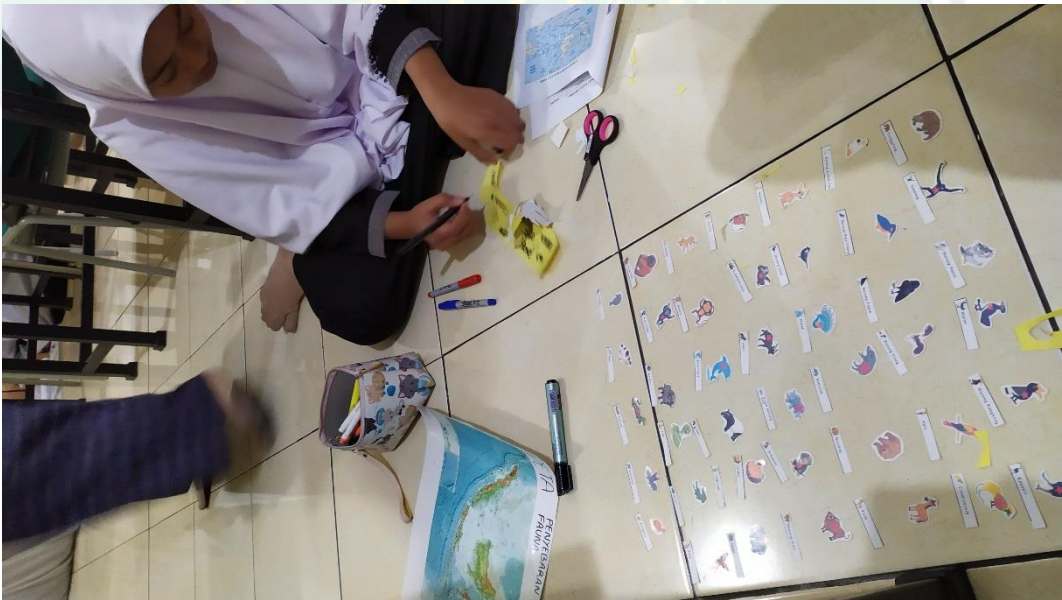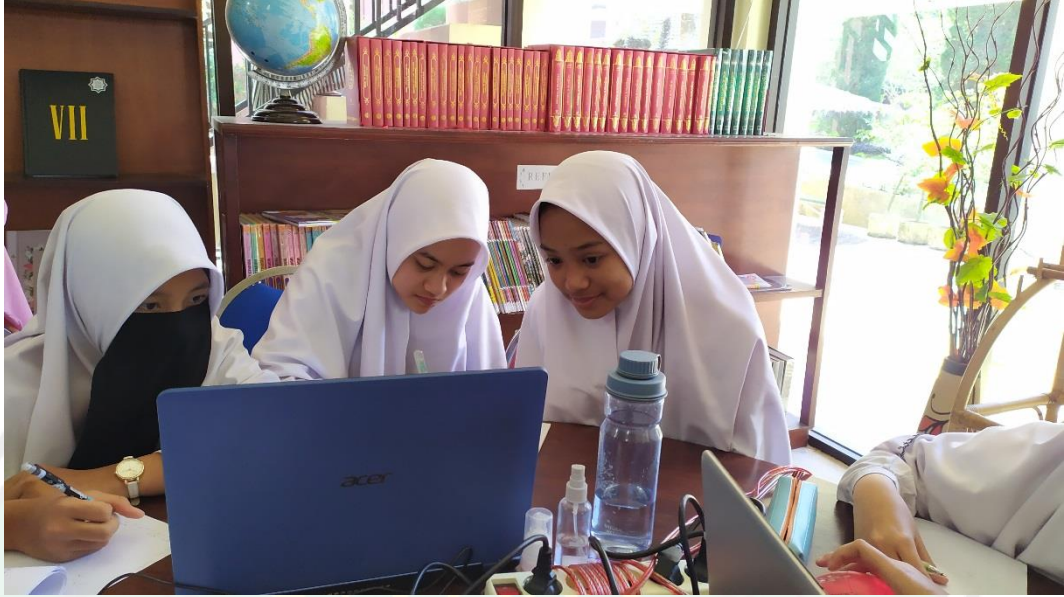
APPENDIX XVI LEARNING MEDIA PHOTOS AT MODERN JUNIOR HIGH SCHOOL AL RIFA'IE GONDANGLEGI

APPENDIX XVII TEACHER'S PROFILE AT AL IZZAH JUNIOR HIGH SCHOOL BATU

PROFIL GURU SMP AL IZZAH BATU

Nama Lengkap	:	Anita Higmawati, S.Pd.
NIP	:	-
Tempat, Tanggal Lahir	:	Malang, 17 Juli 1995
Jabatan	:	Guru
Masa Kerja	:	
Agama	:	Islam
Jenis Kelamin	:	Perempuan
Status Perkawinan	:	Kawin
Mata Pelajaran Yang Diajarkan	:	IPS
Ijazah Pendidikan Terakhir	:	S1 Pendidikan Geografi
a. Nama Sekolah	:	Universitas Negeri Malang
b. Nama Prodi/Jurusan	:	Pendidikan Geografi/Geografi
Identitas dan Alamat Sekolah		
a. Nama Sekolah	:	SMP Al Izzah
b. Jalan	:	Jl. Indragiri Gang Pangkur 87
c. Desa/Kelurahan	:	Sumberejo
d. Kecamatan	:	Batu
e. Kabupaten/Kota	:	Batu
f. Provinsi	:	Jawa Timur
g. Kode Pos	:	65318
h. No. Telp/Faks	:	-

Alamat Rumah

    a. Jalan   : Jl. Hasanuddin Gg. VIII

    b. Desa/Kelurahan   : Pesanggrahan

    c. Kecamatan   : Batu

    d. Kabupaten/Kota   : Batu

    e. Provinsi   : Jawa Timur

    f. Kode Pos   : 65313

    g. No. Telp/Faks   : 082230928330

    h. E-mail   : Anita.higma@gmail.com

Malang, 13 Oktober 2020

Anita Higmawati, S.Pd

APPENDIX XVIII TEACHER'S PROFILE AT MODERN JUNIOR HIGH SCHOOL AL RIFA'IE GONDANGLEGI

PROFIL GURU SMP MODERN AL RIFA'IE GONDANGLEGI

Nama Lengkap	:	Lilik Umiyanti, S.Pd.
NIP	:	-
Tempat, Tanggal Lahir	:	Malang, 1 Agustus 1975
Jabatan	:	Guru IPS
Masa Kerja	:	22 tahun
Agama	:	Islam
Jenis Kelamin	:	Perempuan
Status Perkawinan	:	Menikah
Mata Pelajaran Yang Diajarkan	:	IPS

Ijazah Pendidikan Terakhir	:	IKIP Negeri Malang
c. Nama Sekolah	:	Universitas Negeri Malang
d. Nama Prodi/Jurusan	:	PDU / Tata Niaga

Identitas dan Alamat Sekolah

i. Nama Sekolah	:	SMP Al Rifa'ie Gondanglegi
j. Jalan	:	Jl. Ketawang No. 1 Ketawang - Gongdanglegi
k. Desa/Kelurahan	:	Ketawang
l. Kecamatan	:	Gondanglegi
m. Kabupaten/Kota	:	Malang
n. Provinsi	:	Jawa Timur
o. Kode Pos	:	65174
p. No. Telp/Faks	:	0813-5794-9573

Alamat Rumah

i.	Jalan	:	Suropati II/63 Bululawang-Malang
j.	Desa/Kelurahan	:	Bululawang
k.	Kecamatan	:	Bululawang
l.	Kabupaten/Kota	:	Malang
m.	Provinsi	:	Jawa Timur
n.	Kode Pos	:	65171
o.	No. Telp/Faks	:	0812-3396-9030
p.	E-mail	:	umiyantiku1975@gmail.com

Malang, 13 Oktober 2020

Lilik Umiyanti, S.Pd

APPENDIX XIX STUDENT BIODATA

Name	:	Ikke Yolanda
ID Number	:	16130116
Date of Birth	:	Malang, December 6th 1998
Faculty / Departement / Study Program	:	FITK / Social Science Education
Year	:	2016
Address	:	Sumber Wuni Indah Street No. A4
Phone Number/Handphone	:	0898-1311-892
E-mail	:	ikkeyolanda15@gmail.com

Malang, August 20th 2020
Student,

Ikke Yolanda
ID Number. 16130116