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The Creativity of Arabic Teachers in Designing Student Worksheet (LKPD) at Madrasah Ibtidaiyah

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Abstract

The purpose of this study is to describe the creativity of Madrasah Ibtidaiyah Arabic teachers in designing LKPD (student worksheet) for Arabic learning in Bireuen District, Aceh Province. The research focuses on three components of creativity: motivation, environment, and thinking style. This research is a quantitative study using questionnaires to obtain data. A total of 30 Arabic teachers as research samples were selected based on the western, central, and eastern zones in the Bireuen District area with 10 samples each. The data is analyzed in quantitative descriptive terms, namely percentage and average scores, using *Statistical Package for Social Science (SPSS) version 20*. The results of the study found that teacher creativity in the motivation aspect was moderate, the environmental aspect was medium, and the thinking style aspect was lacking. The overall analysis shows that the creativity of Arabic teachers in Madrasah Ibtidaiyah Bireuen District is in the medium category. This research provides valuable insights into the creativity of Arabic teachers at the Madrasah Ibtidaiyah level in designing LKPD. It can provide information to improve teacher creativity and the learning can be carried out properly and quality.
Keywords: *Creativity, Arabic teacher, Design, LKPD (Student Worksheet)*

Introduction

Today, the transformation of the learning paradigm from Teacher Centered Learning (TCL) to Student Centered Learning (SCL) continues to be encouraged. The Student Centered Learning approach presents the concept of learning by providing opportunities and freedom in an effort to improve the knowledge and quality of students by exploring, discovering, and exploring their potentials (Fitriyah, 2020). Despite Student Centered Learning as new ways of learning, there are a number of problems in its application, so that Teacher Centered Learning (TCL) becomes a phenomenon that is difficult to change and as a result the learning process is passive and boring again, where students only listen and do tasks from the teacher (Fitriyah, 2020). TCL can make children passive, not daring to say their feelings, verbalism, mentally sick, inferior, uncritical, and unproductive (Firmansyah & Jiwandono, 2022). This highlights the urgent need for educators to embrace innovative teaching strategies that actively engage students and foster a more dynamic learning environment.

In the rapidly growing digital era, a teacher is required to have high creativity. This is essential because a teacher's role goes beyond that of a traditional job. A teacher is expected to fulfill his/her duties well in every learning process (Suprihatiningrum, 2016), developing continuously and in line with educational institutions and educational practices (Wijaya, 2018). In the learning process, a teacher who functions as a facilitator (Dikdasmen, 2016), motivator and evaluator should pay attention to the situation and conditions of the learning process that he will face by preparing and designing learning resources. (Buchari, 2018). Furthermore, teachers are expected to be able to formulate operational teaching objectives, design teaching materials

systematically and relevantly, carry out the learning process effectively and efficiently by utilizing appropriate teaching facilities, and compile learning process evaluation tools (Wijaya, 2018). Ultimately, embracing creativity in teaching not only enhances the learning experience for students but also empowers teachers to adapt to the ever-evolving educational landscape.

The success of learning in schools is strongly influenced by teachers. So the creativity of teachers in preparing teaching materials to be used in transferring knowledge is the main thing. One form of teaching material that needs to be prepared is an innovative student Sorksheet (LKPD). This teaching material is a means of interaction between teachers and students (Hayati et al., 2022), which contains educational components in an effort to form understanding and abilities designed in accordance with indicators of achievement of student learning outcomes (Alfianika & Marni, 2019). It contains a summary of learning material, work instructions, and exercises that must be done by students. (Anggraini et al., 2016). Thus, investing in the development of creative and effective LKPD is essential for enhancing the overall educational experience and ensuring that students are actively engaged in their learning.

The use of LKPD in the learning process has several positive aspects. The use of LKPD received a high response from students as teaching materials that are very applicable (Zaid et al., 2020), valid and practical to use in the learning process (Basuki & Wijaya, 2018). The use of LKPD has a positive and effective impact in developing students' affective, cognitive, and psychomotor skills (Ariani & Meutiawati, 2020). In addition, the use of innovative teaching materials such as LKPD can develop students' thinking skills to be able to concretize concepts. (Aufa et al., 2023). Therefore, integrating LKPD into the curriculum not only supports diverse learning styles but also plays a crucial role in preparing students for real-world applications of their knowledge.

In connection with this, optimizing the learning process in schools requires professional teachers in an effort to encourage the educational progress of the nation's future generations (Harahap & D, 2019). However, transforming the traditional approach to conventional learning presents a significant challenge in the era of the Industrial Revolution 4.0, and this is especially true for Arabic language teachers. This is a big task for an Arabic teacher to be able to change the paradigm of Arabic learning to be more fun with the ability and creativity he/she has because incompetent teachers will find it very difficult to create a creative learning process (Murtosiah, 2020) which can be seen from three components, namely motivation, environment and thinking style (Majid & Ismail, 2017). Responding to this paradigm, it is essential for Arabic language teachers to embrace innovative teaching methods and continuously develop their skills to effectively engage students and foster a dynamic learning environment that meets the demands of the modern educational landscape.

Several previous studies have been conducted related to teacher creativity in developing Student Worksheets (LKPD). For example, a study by Wulandari et al. (2021) analyzed teacher creativity in designing LKPD for mathematics subjects using a qualitative approach. Another study by Panjaitan & Al Rasyid (2023) focused on the development of Arabic LKPD using the 4D model developed by Thiagarajan. Additionally, Kamaluddin et al. (2022) also conducted similar research, but with a different research subject, namely university students. Meanwhile, several other studies emphasized testing the effectiveness of LKPD that have been used, such as those conducted by Utami et al. (2016) and Melawati et al. (2022). Although there are various related studies, there is still a gap in research that specifically examines the creativity of Arabic teachers in designing LKPD quantitatively, which is the main focus of this study.

The novelty of this research lies in its focus on the creativity of Arabic teachers in Madrasah Ibtidaiyah in designing Student Worksheets (LKPD). Unlike previous studies that primarily focused on development, effectiveness testing, and qualitative assessments of teacher creativity

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in designing LKPD, this research specifically analyzes the creativity of Arabic teachers in designing LKPD based on motivation, environment, and thinking style using a quantitative approach, which has been less researched. This research is important because a teacher's creativity in developing LKPD directly impacts the quality of learning and student learning outcomes. By understanding how teachers innovate, this study can provide recommendations for curriculum development and teacher training, thereby creating a more effective learning process.

The purpose of this research is to describe the creativity of Arabic teachers in Madrasah Ibtidaiyah in Bireuen District in designing LKPD, focusing on the aspects of motivation, environment, and thinking style.

Method

This research is a quantitative study using the survey method by distributing questionnaires for the purpose of describing the creativity of Arabic language teachers of Madrasah Ibtidaiyah in Bireuen District Aceh Province in designing LKPD for Arabic language subjects. The location of the research conducted was in Bireuen District, Aceh Province, which was divided into three zones in the Bireuen District area, namely the western, central and eastern zones. The research sample used was 30 Arabic teachers selected by zone with each zone as many as 10 teacher samples.

The research instrument in the form of a questionnaire was compiled as many as 16 items to measure teacher creativity in designing LKPD consisting of 6 items of motivational aspects, 5 items of environmental aspects and 5 items of thinking style aspects. This instrument has been validated in terms of content and language by experts and tested for reliability through a *pilot study*. The reliability of the instrument using *Cronbach's Alpha* analysis is 0.92 which indicates high and this instrument can be used for research data collection.

The research data were analyzed by descriptive statistics using percentages and averages assisted by the SPSS .20 program. The results of the study were interpreted as table 1 below:

Table 1. Interpretation of Research Results

Avarage	Interpretation
3,00 – 4,00	High
2,00 – 2,99	Medium
1,00 – 1,99	Low

Results

This study describes the creativity of Arabic language teachers in Madrasah Ibtidaiyah in designing LKPD for Arabic language learning in Bireuen District. This study uses three indicators of creativity, namely motivation, environment and thinking style. The results showed that teacher creativity was in the medium level ($\bar{x}$ 2.01; SD .686) with details; motivation indicators in the medium level ($\bar{x}$ 2.06; SD .494), environmental indicators in the medium level ($\bar{x}$ 2.19; SD .966) and thinking style indicators in the low level ($\bar{x}$ 1.79; SD .687). The results of the study are as shown in Figure 1 below.

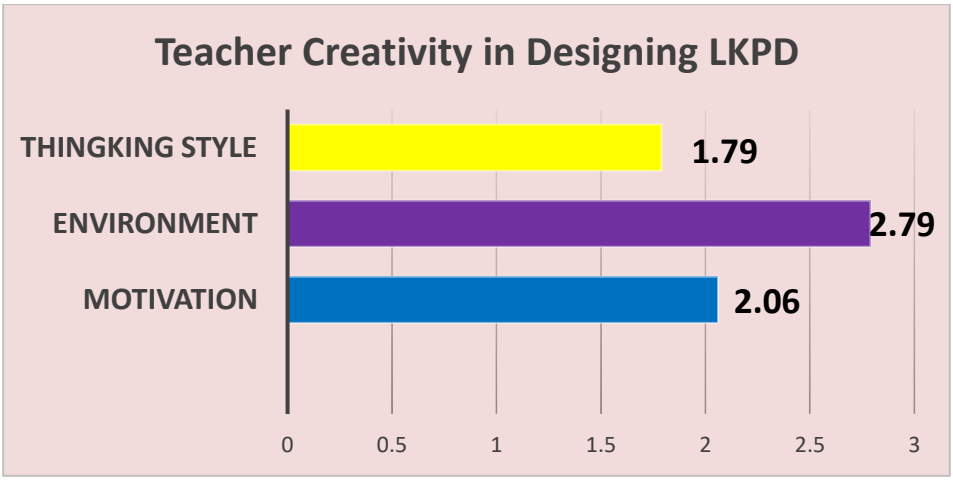


Figure 1. Teacher Creativity in Designing LKPD

Teacher Creativity on Motivation Aspect

The results of research on the aspect of motivation as a construct in measuring teacher creativity in designing LKPD found that teacher creativity in the medium level ($\bar{x}$ 2.06; SD .494). In detail describes that for M-1 ($\bar{x}$ 1.96; SD .850) is the low level, M-2 ($\bar{x}$ 1.76; SD 1.76) is the low level, M-3 ($\bar{x}$ 1.93; SD .907) low level, M-4 ($\bar{x}$ 2.13; SD .973) is the medium level, M-5 ($\bar{x}$ 1.86; SD .819) is the low level, and M-6 ($\bar{x}$ 2.70; SD 1.178) is the medium level. Visually and in detail the research results are presented in Table 2 below.

Table 2. Teacher Creativity on Motivation Aspect

No Item	Item Statement	SS	S	KS	TS	$\bar{X}$	SD	Interpretation
M-1	Designing on own initiative	-	10 33.3%	9 30%	11 36.7%	1.96	.850	Low
M-2	Search for information in developing LKPD	-	7 23.3%	9 30%	14 46.7%	1.76	.817	Low
M-3	Teachers discuss with others in designing the LKPD	1 3.3%	8 26.7%	9 30%	12 40%	1.93	.907	Low
M-4	Strive for active, creative and innovative learning	1 3.3%	13 43.3%	5 16.7%	11 36.7%	2.13	.973	Medium
M-5	Teachers strive to learn to be able in designing LKPD	-	8 26.7%	10 33.3%	12 40%	1.86	.819	Low
M-6	Did not develop the LKPD themselves	5 16.7%	11 36.7%	2 6.7%	12 40%	2.70	1.178	Medium
	Overall average					**2.06**	**.494**	**Medium**

Teacher Creativity in Environmental Aspect

The results of research on environmental aspects as a construct in measuring the creativity of Arabic language teachers of Madrasah Ibtidaiyah Bireuen District in designing LKPD found teacher creativity in the medium level ($\bar{x}$ 2.18; SD .966). In detail describes that for K-1 ($\bar{x}$ 2.46; SD 1.197) is the medium level, K-2 ($\bar{x}$ 2.40; SD 1.933) is the medium level, K-3 ($\bar{x}$ 1.93; SD .868) is the low level, K-4 ($\bar{x}$ 1.83; SD .791) is the low level, K-5 ($\bar{x}$ 2.30; SD 1.118) is the

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medium level. In detail, the results of teacher creativity research on environmental aspect are presented in Table 3 below.

Table 3. Teacher Creativity in Environmental Aspect

No Item	Item Statement	SS	S	KS	TS	$\bar{X}$	SD	Interpretation
K-1	Adapt to the characteristics of learners in designing LKPD	-	6 20%	13 43.3%	11 36.7%	2.46	1.197	Medium
K-2	Adjust to the curriculum used	6 20%	11 36.7%	2 6.7%	11 36.7%	2.40	1.933	Medium
K-3	Adjusting to the times in developing LKPD	-	10 33.3%	8 26.7%	12 40%	1.93	.868	Low
K-4	Utilize technology in developing LKPD	-	7 23.3%	11 36,7%	12 40%	1.83	.791	Low
K-5	Adjust to school facilities	-	3 10%	15 50%	12 40%	2.30	1.118	Medium
	Overall average					**2.18**	**.966**	**Medium**

Teacher Creativity in the Thinking Style Aspect

The results of research on the thinking style aspect as a construct in measuring the creativity of Arabic language teachers of Madrasah Ibtidaiyah Bireuen District in designing LKPD is in the low level ($\bar{X}$ 1.79; SD .687). In detail describes that for GP-1 ($\bar{X}$ 2.46; SD 1.22) is the medium level, GP-2 ($\bar{X}$ 1.43; SD .568) low level, GP-3 ($\bar{X}$ 1.20; SD .406) is the low level, GP-4 ($\bar{X}$ 1.90; SD .844) is the low level, GP-5 ($\bar{X}$ 1.96; SD .850) is the low level. In detail, teacher creativity in the aspect of thinking style is presented in Table 4 below.

Table 4. Teacher Creativity in the Thinking Style Aspect

No Item	Item Statement	SS	S	KS	TS	$\bar{X}$	SD	Interpretation
GP-1	Adjusting the LKPD developed with learning activities (RPP)	7 23.3%	11 36.7%	1 3.3%	11 36.7%	2.46	1.22	Medium
GP-2	Using specific applications in developing LKPD	-	1 3.3%	11 36.7%	18 60%	1.43	.568	Low
GP-3	Designing online-based LKPD	-	-	6 20%	24 80%	1.20	.406	Low
GP-4	Developing something different from what already exists	-	9 30%	9 30%	12 40%	1.90	.844	Low
GP-5	Adapting 21st century learning	-	10 33.3%	9 30%	11 36.7%	1.96	.850	Low
	Overall average					**1.79**	**.687**	**Low**

Discussion

Teacher creativity is one of the factors that determine the implementation of learning for the better. Creativity as a person's ability to produce something new, both in the form of ideas and real work that is different from what already exists (Rusdiana, 2021). Wulandari et al. (2021) explains it as a work that can be created by someone who produces new discoveries to make innovations that can be developed. In connection with this research, teachers are required to have creativity in planning learning tools including designing LKPDs that are used as teaching

materials and guidelines for students in learning. The results of research related to the creativity of Arabic language teachers in Madrasah Ibtidaiyah Bireuen Regency in designing LKPD were found to be still at a low stage. This is because LKPD has not been an aspect that is prioritized by Arabic language teachers in preparing learning tools. In fact, teacher creativity in preparing LKPDs is one way to be able to create a more effective learning process. Kurniawati and Eko Budi (2021) found the teacher's efforts in choosing LKPD as a learning process in order to improve the learning process of students. Therefore, creative teachers will always try to do and do new things for the smooth implementation of learning in the designed LKPD. So in designing LKPD , it is necessary to use the elements of thinking *fluency, flexibility, originality* and *elaboration (Wulandari et al., 2021b)*. Three aspects are the focus of the analysis of the creativity of Madrasah Ibtidaiyah teachers in designing Arabic LKPD, namely; aspect of motivation, environment and thinking style (Majid & Ismail, 2017).

Motivation is an indicator that is analyzed to measure creativity. Motivation as an impetus that moves someone to do something (Han & Yin, 2016). Analysis of the creativity of Arabic language teachers in Madrasah Ibtidaiyah in the aspect of motivation based on Table 2 shows that the creativity of teachers in designing LKPD in Arabic is in the medium category. The results of this study illustrate the motivation of Arabic language teachers in preparing and designing LKPD, such as taking the initiative, seeking information, discussing and learning efforts to be able to make LKPDs that can be used in Arabic language learning can be said to be still inadequate. Arabic language teachers are still lacking in preparing teaching materials in the form of LKPD in their teaching. This condition may be that the teaching materials used are quite adequate with the available textbooks. Teachers tend to rely on certain textbooks and do not use varied sources (Zulkifli & Royes, 2017). Teachers as curriculum implementers and professionals in education should have good work motivation in planning and managing learning (Wardan, 2020; Wijaya, 2018) including in preparing learning tools, one of which is designing LKPD. Work motivation for teachers is an important component to improve learning effectiveness. (Simarmata, 2014; Han & Yin, 2016). So it is expected that teachers want to work hard and enthusiastically in order to achieve work productivity. This is because teacher work motivation affects and has a relationship with student achievement (Amalda & Prasojo, 2018).

The analysis of teacher creativity in the environmental aspect based on Table 3 shows that the creativity of Arabic language teachers in Madrasah Ibtidaiyah in Bireuen Regency is in the medium category. This illustrates that the environmental aspect as one of the aspects to measure teacher creativity is still inadequate. In fact, there are several indicators of teacher creativity that are still at a low stage, namely; creativity in adjusting the design of LKPD with the times and the use of technology in designing LKPD. Whereas the use of technology in teaching will encourage teachers to create a technology-based learning process. Teachers who have pedagogical competence are said to be able to design and design learning (Purnasari & Sadewo, 2020) including designing LKPD by utilizing technology.

Analysis on the aspect of thinking style based on Table 4 shows that the creativity of Arabic language teachers in Madrasah Ibtidaiyah Bireuen Regency in the aspect of thinking style as a whole is 1.79 (SD .687) which is in the low category. This illustrates that teacher creativity in the aspect of thinking style is still at a low stage. Several things related to the style of thinking in preparing LKPD and teacher creativity are still at a low stage, namely; using certain applications in developing LKPD, designing online-based LKPD, developing LKPD that is different from the existing ones, and adjusting the LKPD designed with 21st century learning. Today, various digital-based applications and platforms are rapidly developing to assist teachers in preparing learning tools. Canva aplication (Ayuningtyas et al., 2023), Liveworksheets (Firtsanianta & Khofifah, 2022), LMS Google Classroom (Ramadhani et al., 2019), Moodle (Joyo

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Sampurno et al., 2015), and other applications can be used to innovate the design of LKPD by teachers.

In this study, new findings emerged regarding the specific aspects of teacher creativity in designing LKPD for Arabic language learning. Unlike previous research that primarily focused on qualitative assessments or the effectiveness of teaching materials, this study quantitatively analyzed the creativity of Arabic teachers based on three distinct indicators: motivation, environment, and thinking style. The results indicated that while teachers demonstrated a moderate level of creativity in motivation and environmental aspects, their thinking style was notably low.

This research is limited to the stage of quantitatively describing the creativity of MI Arabic language teachers in Bireuen Aceh Regency in designing LKPD. The aspects of creativity studied are limited to aspects of motivation, environment and thinking style. This study also has limitations of a small sample and only in one district. Furthermore, the results of this study provide an overview of the condition of teachers who still lack creativity in designing LKPD as media and supporting teaching materials in learning. This will certainly have an impact on the process and learning outcomes of students who are less *fun* and effective. Therefore, future researchers can conduct further research using a larger sample and qualitative methods.

Conclusion

The objective of this research was to describe the creativity of Arabic language teachers in Madrasah Ibtidaiyah in Bireuen District regarding the design of LKPD (Student Worksheets). The findings indicate that the overall creativity of these teachers is at a medium level, with specific aspects of motivation and environment also rated as medium, while the thinking style aspect was notably low. This suggests that while teachers are somewhat effective in motivating students and creating conducive learning environments, there is a significant need for improvement in innovative thinking approaches. Based on these findings, it is recommended that professional development programs be implemented to enhance teachers' creativity, particularly in the area of thinking styles. This research contributes valuable insights into the current state of teacher creativity in designing LKPD and underscores the importance of fostering innovative teaching practices to improve the quality of education in Madrasah Ibtidaiyah.

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