

Teacher Planning Strategies in Creating Creative and Interactive Classroom Learning

Strategi Perencanaan Guru Dalam Menciptakan Pembelajaran Kelas yang Kreatif dan Interaktif

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ABSTRACT

This research aims to explore and analyze the planning strategies used by teachers in creating creative and interactive classroom learning. The main focus of this study will be more emphasis on how the teacher's planning readiness in integrating methods, media, and approaches that are in accordance with student characteristics and learning objectives. This study collected descriptive data through observation and in-depth interviews with several teachers at SDN 1 Gumawang. The method used in this study is the Case Study method, as it allows to understand the context and details of the implementation of learning planning strategies in more depth. The results of this study show that good planning and oriented to the characteristics of each student is proven to be able to create a more lively and meaningful classroom atmosphere, increase learning motivation, and strengthen the active involvement of each student in the learning process. With the use of the right planning strategies, teachers can be the driving force in creating learning that is not only informative, but also creative and interactive.

Kata Kunci : Planning Strategy; Teacher; Creative Learning; interactive

ABSTRAK

Penelitian ini bertujuan untuk menggali dan menganalisis strategi perencanaan yang digunakan oleh guru dalam menciptakan pembelajaran kelas yang kreatif dan interaktif. Fokus utama pada penelitian ini akan lebih menekankan kepada bagaimana kesiapan perencanaan guru dalam memadukan metode, media, dan pendekatan yang sesuai dengan karakteristik siswa serta tujuan pembelajaran. Penelitian ini mengumpulkan data deskriptif melalui observasi dan wawancara mendalam kepada beberapa guru di SDN 1 Gumawang. Metode yang digunakan dalam penelitian ini adalah metode Studi Kasus, karena memungkinkan untuk memahami konteks dan detail penerapan strategi perencanaan pembelajaran secara lebih mendalam. Hasil penelitian ini menunjukkan bahwasanya perencanaan yang baik dan berorientasi pada karakteristik setiap siswa terbukti mampu menciptakan suasana kelas yang lebih hidup dan bermakna, meningkatkan motivasi belajar, serta memperkuat keterlibatan aktif setiap siswa dalam proses pembelajaran. Dengan penggunaan strategi perencanaan yang tepat, guru dapat menjadi sumbu penggerak dalam menciptakan pembelajaran yang tidak hanya informatif, tetapi juga kreatif dan interaktif.

Kata Kunci : Strategi Perencanaan; Guru; Pembelajaran Kreatif; interaktif

INRODUCTION

Education is something important and main in the context of nation and state development (Hakim, 2016). This can be seen from the national goals of the Indonesian nation, one of which is to educate the life of the nation which occupies a strategic position in the preamble to the 1945 Constitution of the Republic of Indonesia, where the functions and objectives of national education contained in Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, article 3 reads: National education functions to develop abilities and form the character and civilization of the nation with dignity in order to educate the life of the nation and develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Laughter, 2019).

Planning plays an important role in scope because it determines and at the same time gives direction to the goals to be achieved. With careful planning, a job will not be messy and undirected. Careful and well-structured planning will have an influence on the achievement of goals (H. Muhammad Ramli, 2014).

In the world of education, planning is the selection of a series of activities and the subsequent decision of what to do, when, how, and by whom. Good planning can be achieved by considering the conditions in the future (Nizamuddin et al., 2024). The various responsibilities in planning depend on the magnitude and objectives of the organization as well as the specific functions or activities of the manager, for example: for convection companies (tailors of clothes) it is more likely to make only short-term plans in design or purchasing, since the activities are strongly influenced by fashion. Planning implies that managers first think carefully about their goals and actions (Silmi et al., 2024). Usually the manager's actions are based on a certain method, plan or logic, not a hunch.

Strategy is one of the actions that has the nature of incremental (constantly increasing) and continuously, which is done based on the perspective of the expected goal (Effendi, 2013). Strategy has a lot of definitions in its development as a concept. The strategy itself comes from the Greek language, namely *strategeia*, which means leadership in the army. Then the term strategy extends to various aspects of people's lives (Mandagi et al., 2022). Another definition of strategy is a form of effort used to achieve goals that will be achieved in various fields, whether in the social, economic, educational, health or other fields to develop or improve what is being tried in order to achieve maximum results with the strengths that are possessed (Of et al., 2018).

Teachers are an important element in educational institutions, so as a teacher, teachers are expected to have competence in accordance with their fields (adi et al., 2019). Competent teachers will be better able to create an effective learning environment. This will

have an impact on the ease of knowledge transfer to students. If the learning environment is effective, optimal learning is created. The current reality is that the competencies possessed by teachers still need to be improved (Sugiyanto et al., 2023).

A teacher must be able to face obstacles and obstacles while on duty, because this will have an influence on his personal development (Warif, 2019). This statement contains the consequence that teachers must dare to change and improve from and dare to examine shortcomings in all doubts and be willing to make meaningful changes in the educational aspect. In agreement with another meaning, a teacher is a central figure in the implementation of education, this is because teachers are a figure that is needed to be able to spur the success of their students.

Teachers have an important role to make students of good academic quality, skills, emotional, moral and spiritual maturity (Amala et al., 2021). To support all of this, a teacher is needed who has high qualifications, competence, and dedication in carrying out their duties (SHELEMO, 2023). One of them is by participating in developing the discipline character of students. This makes a teacher the main actor who becomes a source of inspiration and motivation for his students (Mashari et al., 2019). Thus, teachers have a great responsibility to create young generations with character, culture, and morals.

Teachers must be creative and innovative in managing learning (Sani, 2022). Creative here can be interpreted as the skill to create a new product or modify an existing way of teaching. With good teaching skills, it will foster students' enthusiasm for learning to be more conducive so that students become more active and motivated to learn (Arsana, 2019). Teachers' creativity in learning can be attributed to skills in how to choose media, learning techniques, and how to approach the teaching and learning process. The selection must be based on the teacher's insight into the circumstances and abilities of the students, so that it can be right on target in its use (Mi et al., 2024). Diverse learning can reduce and even eliminate boredom in students during the teaching and learning process (Wulanadari et al., 2023). That way students can respond positively to learning. In the learning process, teachers are required to be able to create a conducive teaching and learning atmosphere and be able to motivate students in learning that can have a good impact on the achievement of learning achievements (Israwati et al., 2024).

The characteristics of a creative teacher include (a) Always interested in something new to present to children; (b) Likes to try, tinker with objects to find something new and challenging for children to solve; (c) Happy with new ideas/ideas; (d) Having thinking skills and creative attitudes shown in the learning presented to children, learning becomes more lively, more interesting, more challenging for children to try, explore, and do; (e) Have a high commitment to their role as a teacher (Ikhsan, 2020).

Active involvement of students in the learning process is indeed very necessary in order to create a dynamic learning atmosphere (Ardiani, 2022). Therefore, in using learning media, students are expected to be able to interact directly with the learning media. This is important to do so that students are more free to express and express their abilities, foster motivation and interest in learning (Harma et al., 2024), and can collaborate with their peers.

Learning media is very helpful in visualizing abstract concepts to be more real/concrete in the minds of students (Sismulyasih et al., 2023). The existence of learning media has become more contextual so that it is hoped that the learning process will be more interesting and fun in accordance with the concept of independent learning. The role of media is as a tool for teachers in the learning process because it can rearrange visual or verbal information (Setiawan et al., 2023).

Creative and interactive learning not only makes students more interested and actively involved in the learning process, but also makes them encouraged to think critically, work together, and develop their potential to the fullest (Mazna et al., 2024). However, the reality is that there is still a lot of learning that runs passively, centered on teachers, and less actively engage students. This is often due to teachers' lack of innovation in lesson planning, limited media, lack of professional training for teachers, and contextual barriers in the school environment.

SDN 1 Gumawang, as one of the elementary schools in the area, has its own challenges and potentials in implementing creative and interactive learning planning strategies. Therefore, it is important to examine how teachers at SDN 1 Gumawang design and implement creative and interactive learning, as well as what factors influence the success of these strategies. This study is very important because it can provide a real picture of the strategies applied by teachers in creating creative and interactive learning, as well as being an input for the development of more effective and fun learning practices in elementary schools.

METHOD

This study uses a type of qualitative research aimed at uncovering and describing (Bahiyah & Gumiandari, 2024) How is the learning planning strategy applied by teachers in creating a creative and interactive classroom atmosphere. This research was conducted at SDN 01 Gumawang, Belitang District, Ogan Komering Ulu Timur Regency, South Sumatra Province. The approach used is a case study used to explore and understand a phenomenon in depth in a real-life context (Assyakurrohim et al., 2022). This method is suitable for use when researchers want to gain a comprehensive understanding of processes, strategies, or behaviors in a specific context, such as in schools or classrooms (Ilhami et al., 2024). Case studies are used in this study to explore and analyze Context and details of implementing learning planning strategies in more depth in elementary school.

In this study, the data collection technique uses several techniques, namely interview, observation and documentation (Anggraeni, 2021). Interviews in this study are useful to find out and seek in-depth information about research problems and objects to be researched about good planning strategies carried out by teachers. The interviews used in this study are unstructured interviews, because the researcher wants to know more in-depth information about the research problem to be researched. Then continued observation, which is one of the data collection methods where the data collection method visually observes the observed symptoms and interprets the results of the observations in the form of notes so that the validity of the data is highly dependent on the ability of the observer. Then the last documentation is used as a complement and support in collecting data in this study. Documentation in this study is if written documents or drawings or photographs from observations and interviews are needed.

The data analysis technique in this study was conducted qualitatively using a triangulation model (Saadah et al., 2022), which consists of three main stages: data reduction, data display, and conclusion drawing or verification. After data were obtained through unstructured interviews, observations, and documentation, the researcher performed data reduction by selecting, focusing, simplifying, and abstracting raw data into a more organized and meaningful form. The reduced data were then presented in a descriptive narrative to provide a systematic depiction of the instructional planning strategies implemented by the teacher. The final stage involved drawing conclusions and verification, in which the researcher interpreted the presented data to identify patterns, relationships, and deeper meanings related to the phenomenon under investigation, while continuously cross-checking data from multiple sources to enhance the validity of the findings.

RESULTS AND DISCUSSION

This study aims to describe and analyze how teachers at SDN 1 Gumawang plan and implement creative and interactive learning in the classroom. Data was obtained through classroom observations, in-depth interviews with teachers and principals, and documentation studies of teaching tools. From the research, some information was found or obtained, which in this case is divided into the following four main focuses:

1. *Planning Student Readiness in the Learning Process*

Learning readiness is a condition of a person who is prepared before participating in the learning process at school. The condition of students who are ready to receive learning from teachers, so students try to respond to questions and questions given by teachers and with the readiness to learn, students are motivated to optimize their learning outcomes (Salmiati et al., 2024). Learning readiness has a great influence on the learning process carried out by students. If the learning process runs optimally, it will cause student learning outcomes to be maximized (Wijaya et al., 2022). Learning readiness includes several

indicators including physical condition, mental condition, emotional condition, needs, motives, goals and, knowledge (Novita & Tindangen, 2022).

The results of an interview with one of the classroom teachers found that one of the indicators of the success of creative and interactive learning is the extent to which students show readiness both physically, mentally, and socially. After a more in-depth observation was also carried out at SDN 1 Gumawang, most of the students showed a fairly high enthusiasm for learning that was designed to be interesting by the teacher. Students tend to be more active when teachers use a fun approach and appropriate to their developmental level (Kamus et al., 2024). This is evidenced by the attendance of students who are quite good at learning and high enough curiosity by always asking questions and raising their hands if they do not understand the material or want to propose an answer that they want to answer.

However, not all students behave like this, there are also some students who are quite passive in learning which is likely due to their low motivation in following the teaching and learning process and also thinking that they cannot understand the lesson, this is also certainly still an obstacle for teachers in creating and realizing creative and interactive classes. Several challenges were also found and seemed quite visible in the learning process, including such as differences in students' social and economic backgrounds, which affected their readiness, especially in terms of the availability of learning tools at home, some students experienced delays in basic literacy, so they required more personalized attention and approach from teachers. Learning motivation varies, especially in high-grade students, who begin to show a tendency to get bored easily if learning is not varied (Badaruddin, 2024).

In this case, some of the planning strategies prepared by teachers in overcoming student readiness at SDN 1 Gumawang include, making fun and interesting learning openings such as ice breaking, opening songs, light stories, or reflective questions that are relevant to students' lives, this aims to attract students' attention and arouse their curiosity from the beginning, Teachers try to create a safe and supportive learning environment by creating a comfortable, open, and inclusive classroom atmosphere, activate students' knowledge at the beginning of learning by providing triggering questions or small exercises at the beginning (Hasanuddin et al., 2024) , and of course build internal and external motivation of students by providing positive reinforcement, such as praise for effort (Cahyanto et al., 2024).

2. Planning the Use of Strategies in Learning

The selection of learning strategies to be used in the learning process must be oriented to the learning objectives to be achieved (Syajida et al., 2024). In addition, it must also be adjusted to the type of material, characteristics of the participants, and the situation or conditions in which the learning process will take place (Setiawan et al., 2017). There are several learning methods and techniques that teachers can use, but not all of them are equally effective in achieving learning goals. For this reason, teachers' creativity is needed in choosing

the learning strategy (Wear, 2021), Because the use of strategies in learning is an important element in creating a creative and interactive learning atmosphere.

Based on the results of the interviews, the planning of the use of strategies by teachers at SDN 1 Gumawang, not only chose a learning strategy that focused on academic achievement, but also on increasing student active participation, strengthening social skills, and growing learning motivation. So it is hoped that it can also affect the final result later. Some teachers almost all use various strategies that are tailored to the characteristics of students, learning goals, and the limitations of existing facilities. These strategies also combine to create more dynamic learning (Naro et al., 2024). Although there are still some teachers who after observation are still teaching without using creative and effective strategies in the learning process.

Some of the strategies in learning planning presented by this teacher are quite effective in making the class creative and interactive, including project-based learning strategies through this strategy, students are given the task of completing real projects in the form of groups, such as making posters, presentations of observation results and so on. This strategy is believed to be able to encourage collaboration and group responsibility, open up space for the exploration of creative ideas, and bring theory and practice together directly for students.

Role play strategy (simulation) where students can act out certain situations or characters, either from stories, daily lives, or historical events. This is very effective for PPKn, Indonesian, and Social Studies lessons (Badaruddin, 2020). This strategy is also often used in learning because it can increase empathy and social understanding, make the classroom more lively and fun and encourage students' expression and courage to perform in front of others (Badaruddin et al., 2024).

This game-based learning strategy is one of the most popular strategies for teachers but also students where teachers use educational games as part of teaching and learning activities, both individually and in groups. In this strategy, it is quite very capable of increasing motivation and enthusiasm for learning, making learning more enjoyable and encouraging participation from passive students to be active.

3. Planning the Use of Methods in Learning

Learning method is a way or technique of presenting material used by teachers in the learning process in order to achieve the desired learning goals (Hasibuan et al., 2024) . Here are some definitions of learning methods, "Method is a method used to achieve a set goal." In teaching and learning activities, methods are very necessary for teachers, with uses that vary according to the goals to be achieved (Rohmah, 2017). Learning methods can be interpreted as a way to implement a plan that has been prepared in the form of real and practical activities to achieve learning goals (Noza & Wandira, 2024), Learning methods are learning strategies

used by teachers as a medium to achieve predetermined learning goals. Planning Variety of learning methods is an important key in maintaining creativity and interactivity in the classroom.

The results of the study show that teachers at SDN 1 Gumawang always try and try to combine several methods in one learning meeting to adjust to the material and character of the students. Although there are still some teachers who still use conventional learning methods, such as the lecture method. This is due to the lack of self-development carried out by teachers and several other factors. Generally, methods like this are indeed carried out by senior teachers who basically at that age will tend to be reluctant or unwilling to use various methods because it will be troublesome for themselves. However, even so, not a few teachers also use various methods to support creative and interactive classroom learning.

Several methods designed by teachers to support creative and interactive learning at SDN 1 Gumawang, including the group discussion method, it is hoped that the application of this method can encourage active participation, cooperation, and communication skills for students and can be able to foster the courage to express opinions and strengthen understanding through the exchange of ideas. Where later students are divided into small groups to discuss a certain topic. Then there is the interactive quiz and question and answer method where the teacher uses several quizzes or question and answer sessions as part of active learning in the hope that it can increase engagement and assess student understanding quickly and can be used at the end of learning as a light formative evaluation (Badaruddin et al., 2024).

4. *Planning the Use of Media in Learning*

Learning media is anything that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning (Nurfadhillah et al., 2021). Learning media that is in accordance with the needs of learning activities will create an effective and efficient learning activity so that the material delivered by teachers to students can be absorbed optimally (Abdullah, 2017). Learning media in education and in the teaching and learning process is needed and plays an important role in the development of students at school so that the knowledge and materials they get from a teacher can be absorbed properly (June, 2019).

Learning media planning at SDN 1 Gumawang is an important part of teachers' strategies in creating a creative, fun, and interactive learning environment. Based on the results of observations, documentation, and interviews with teachers, it was found that the planning process was carried out quite systematically and paid attention to the needs of students and learning objectives. This is corroborated by the findings of several learning media that are adjusted to the age level and understanding of diverse students, for example, for

grade 2 students, teachers choose to design a concrete visual media such as color pictures, shape props, and real objects so that the material is easy to understand for their students.

Then began the existence of Interactive Digital-based learning media applications such as Wordwall, Kahoot, and educational YouTube which were used in classrooms that had access to ICT. However, planning for digital-based media like this is still minimal due to the lack of understanding of the technology, then its absorption is quite draining of energy. Therefore, training and mastery of knowledge on technological developments must be studied more deeply for each teacher, so that later they can create creative and interactive classroom learning.

CONCLUSION

This study shows that teachers at SDN 1 Gumawang have been able to design creative and interactive learning through fairly mature planning using four main aspects, namely student readiness, learning strategies, methods, and media. Teachers in this case try to adapt the learning approach to the characteristics of each student and the conditions of the class, and start to utilize various strategies and the use of digital media even though there are still obstacles such as low motivation for some students and limited mastery of technology. But in general, the planning carried out has had a positive impact on students' involvement and enthusiasm in the learning process.

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