CREATIVITY OF IPS TEACHERS IN GROWING STUDENTS' INTEREST IN READING USING IMAGES IN MADRASAH IBTIDAIYAH AL-ISLAMIAH BANGKAR MUARA UYA

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Abstract
This study aims to explain what are the forms of teacher creativity in fostering reading interest in class students 1A using image media. The use of images here as a tool or media is expected to foster student interest in reading. This research was conducted in Madrasah Ibtidaiyah Al-Islamiyah Bangkar Muara Uya. The subject in this study is the homeroom teacher 1A in MI Al-Islamiyah Bangkar Muara Uya. This research is a field research using qualitative methods. Data were collected through observation, interviews and documentation. The results of this study indicate that the homeroom teacher's creativity 1A in MI Islamiyah Bangkar Muara Uya in fostering students' reading interest consists of: 1) the use of creative learning media such as pictures, pictures of vowels, videos, and other media adapted to the learning material, 2) the use of varied and creative teaching strategies such as discussions, lectures, question and answer , and assignments, 3) creative classroom management such as the formation of the letter "U".

Keywords: Teacher Creativity, Student Reading Interest, Picture Media

INTRODUCTION

Knowledge is very important and one way to gain knowledge is reading. The command to read has the highest place in the teachings of Islam which is stated in the word Allah SWT, Surah Al-Alaq (96) ayat 1-5 which reads: "Read: In the name of thy Lord Who createth, Createth man from a clot. Read: And thy Lord is the Most Bounteous, Who teacheth by the pen, Teacheth man that which he knew not." [1]

Reading plays an important role in human life because reading can turn ordinary people into extraordinary people. So, it is not wrong that Allah sent down his first revelation with the word "Iqra" which means read. Guided by the Surah Al-Alaq, all humans from parents, teenagers, even children are ordered to read because reading can get information. Another phenomenon is illustrated that many people find it difficult to carry out reading activities caused by habits, time, not having books, and there are no benefits obtained after reading. In addition, one of the main obstacles is the lack of enthusiasm of students to learn where students are more likely to accept what the teacher says, silent, unfocused and reluctant to ask questions or opinions, so that the lack of enthusiasm of students results in low learning scores. This certainly should not be allowed because everyone wants success and success. However, it is certainly greatly influenced by reading activities. The inability to read or what we usually know as illiteracy is the responsibility of all parties. Illiteracy is the main obstacle for individuals with disabilities in accessing information on the development of knowledge, skills, and attitudes. A lot of reading means that students get more information about the development of science, because students who have knowledge can provide more benefits for the development of themselves and others. Without

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[1] Mirnawati, "Penggunaan Media Gambar dalam Pembelajaran Untuk Meningkatkan Minat Baca Siswa," Jurnal Didaktika, Vol. 9 No. 1 (Februari 2020): h. 98.

reading students are said to be unable to live in this day and age because students who do not know how to read will be illiterate, will be stupid, because they are not knowledgeable. [2]

Reading activities have a very important social role in human life throughout time because through reading activities, readers will get information messages to be conveyed by the author through the medium of words or written language.

Reading activities also require interest for each individual because interest in reading needs to be instilled and grown since children are still small because interest in reading in children will not be formed by itself, but is strongly influenced by stimulation obtained from the child's environment. The family is the most important and dominant environment in instilling, growing and fostering children's interest in reading in the home environment. Parents need to instill awareness of the importance of reading in children's lives, after that only teachers at school, peers and society. [3]

Quality education is also determined by the creativity of teachers to find new ideas for solving a problem related to science and the behavior of students. Because at this time many students sometimes feel bored and bored with lessons that are always the same. The development phase of interest takes place in stages and follows the pattern of individual development and the maturity of the individual himself because the more mature the interest will also be stronger and focused on others. [4]

The tendency of students in choosing or pursuing a subject intensively compared to other subjects is basically influenced by the interests of the students themselves. However, a student's interest is also greatly contributed by the patterns and habits they experience. These patterns and habits can come from the process of teaching and learning through the delivery of learning materials by the teacher. That is, it could be that a student is interested in a subject that he was not previously interested in, but because of the influence given by the teacher, he finally becomes interested, because from that habit students tend to imitate, which eventually becomes permanent pleasure, namely interest. [5]

Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that the acquisition of knowledge and knowledge, mastery of skills and character and the formation of attitudes and beliefs in students can occur. Quality learning is learning that implies an interaction between teachers and students. In addition to the learning process, the teacher teaches students to be able to learn and master the lesson to achieve a specified objective (cognitive aspect) also influences changes in attitude (affective aspect) and skills (psychomotor aspect).

Interesting learning and the use of appropriate media will attract students to continue learning and enjoy learning. Because in these activities the ambiguity of the material presented can be helped by presenting the media as an intermediary. Media as a messenger technology that can help the teaching and learning process run smoothly and the desired goals can be conveyed properly. Learning experiences will be meaningful for them if it is related to the variety of their daily experiences which are supported by real objects and phenomena that can be observed. [6]

Among the existing educational media, picture media is the most commonly used by teachers. Image media is a two-dimensional visual presentation that utilizes image designs as a means of consideration regarding everyday life, for example those involving humans, events, objects, places, and so on. [7]

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[2] h. 99.

[3] Anggy Giri Prawiyogi, "Penggunaan Media Big Bool untuk Menumbuhkan Minat Baca Siswa di Sekolah Dasar," Jurnal Basicedu, Vol 5 No 1 (Tahun 2021): h. 447.

[4] M. Rezki Andhika Cut Neli Wahyuni, "Kreativitas Guru Dalam Menumbuhkan Minat Belajar Siswa Di MIN 8 Aceh Barat," Edu Science, 7 No. 1 (2020): h. 28.

[5] Cut Neli Wahyuni, h. 29.

[6] Umi Fadilah Sri Hariani, "Penggunaan Media Gambar Dalam Pembelajaran Tematik Untuk Meningkatkan Keterampilan Menulis Cerita Sederhana Siswa Kelas II SD," Jurnal PGSD, Vol. 2 No. 3 (Tahun 2014): h. 1-2.

[7] "Penggunaan Media Gambar dalam Pembelajaran Untuk Meningkatkan Minat Baca Siswa," h. 103.

Image media is a medium that combines facts and ideas clearly and strongly through a combination of expressing words with pictures. Image media serves to channel messages and sources of information to the recipient of the message. The channel used concerns the sense of sight and the message conveyed is poured into visual communication symbols. The symbol must be clearly understood so that the message delivery process can be effective and efficient.

Media images or photos are very suitable for use in SD/MI especially the early grades, because the image media is very suitable for concretizing abstract things in the form of pictures or photos. [8] Image media can be obtained widely from various sources, for example from newspapers, magazines, brochures and books. Picture media can be used by teachers effectively and efficiently in teaching and learning activities because basically picture media can be used to help encourage students and increase their interest in lessons. Assist students in developing language skills, artistic activities, and creative statements in storytelling, dramatization, reading, writing, painting and drawing, as well as assisting students in interpreting and remembering the contents of reading materials and textbooks.

Images used in the teaching and learning process must be selected and used in accordance with the learning objectives in each subject. Pictures cannot be shown alone, but must be combined with subjects. However, using too many pictures at the same time will harm the teaching and learning process. Therefore, the images chosen must be able to develop understanding for students. [9]

The use of learning media will greatly help the effectiveness of the learning process and delivery of messages and lesson content. In addition, learning media can help students improve understanding, present data in an interesting and reliable way, facilitate interpretation, and condense information.

All media have advantages and disadvantages. Therefore, teachers need to understand the criteria for effective image media because the selection of image media must meet the requirements for learning objectives. In this case, the teacher should determine the uses of images that are relatively adequate, and choose the best for learning purposes.

Based on the results of research observations that there are a small number in the lower class, especially the 1A in Madrasah Ibtidaiyah Al-Islamiyah Bangkar Muara- Uya who are still less interested in reading it in learning, therefore the image media is one of the therapeutic steps that is quite simple but effectively applied to these students. Therefore the researchers made a study entitled "Teachers' Creativity in Growing Students' Interest in Reading Using Picture Media in Madrasah Ibtidaiyah Al-Islamiyah Bangkar", Indirectly, the teacher provides a stimulus to students by growing and increasing students' reading interest so that they can hone their reading skills.

METHOD

This research is a field research using qualitative methods. McMillan and Schumacher define qualitative methods as a particular tradition in social science that is fundamentally dependent on observing humans in their own area and relating to these people in their language and in their preferences. [10] The field research (filed research) which intends to study intensively about the background of the current situation and the interaction of a social, individual, group, institution, and society. In this case, the research used by the researcher is more of a descriptive research. Data were collected through observation, interviews, and documentation.

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[8] Ramayulis, "Penggunaan Media Gambar Untuk Meningkatkan Minat Belajar PKN Siswa Kelas II SD Negeri 157 Pekanbaru," Jurnal Pendidikan dan Pengajaran, Vol 2 No 2 (Maret 2018): h. 217.

[9] "Penggunaan Media Gambar dalam Pembelajaran Untuk Meningkatkan Minat Baca Siswa," h. 103-104.

[10] Sandu Siyoto Muhammad Ali Sodik, *Dasar Metodologi Penelitian* (Indonesia: Literasi Media Publishing, 2015), h. 28.

Research location in MI Al-Islamiyah Bangkar Kecamatan Muara Uya Kabupaten Tabalong Provinsi Kalimantan Selatan The subject in this study is the homeroom teacher 1A and student 27 in class 1A.

RESULTS AND DISCUSSION

Based on the results of research on Teacher Creativity in Growing Class Students' Interest in Reading 1A Using Image Media in MI Al-Islamiyah Bangkar Muara Uya, shows that the form of the teacher's creativity is; First, the use of teaching aids according to the material being taught. Second, the way the teacher conveys the teaching materials varies so that it becomes a fun learning process. Third, good class control so as to produce a conducive learning environment. The description of the results of the study is as follows:

1. Use of Image Media

Media is manipulated, seen, heard, read and discussed along with the instruments used for activities. [11] In general, the media that can be used in learning is divided into three parts, namely: visual media, audio, and audio visual. [12] However, in this study the authors used visual media. Homeroom teacher 1A in MI Al-Islamiyah Bangkar Muara Uya in the use of learning media is classified as innovative and creative. The teacher uses the media according to the material being taught. The material taught is about the vowels "A, I, U, E, O". Among the innovative and creative learning media used, one of them is image media, vowel images, videos, and other media that are adapted to the learning material.

Video media is used to explain Indonesian lessons on vowel material and shows the shape of vowels using body parts and is demonstrated by the teacher.

Furthermore, the vowel image media is used for learning evaluation, where the media is made of cardboard and several images such as balls, pencils, flowers and books. This picture media is pasted on the blackboard then one of the students is asked to complete the vowels contained in the picture. After the learning evaluation, the teacher gives questions about the learning material.

2. Learning Method

The learning method is the method taken by the teacher to deliver learning material so that the learning objectives can be achieved properly. [13] In terms of using various variations of homeroom teacher learning methods 1A in MI Al-Islamiyah Bangkar already innovative. The learning method used is a learning method that is in accordance with the subject matter that will be delivered to students. There are several methods applied by the teacher, namely the lecture method, discussion, group work, question and answer, and assignments.

3. Classroom Climate Management

In delivering learning, teachers are also required to be able to manage the classroom climate well. A conducive classroom is a requirement for an effective learning process, therefore teachers need to master the management of the classroom climate in order to attract students' interest in learning.

Homeroom teacher 1A in arranging the classroom is quite innovative. The classrooms are neatly arranged with wall decorations and different seating variations. For example, students' desks and chairs are not only arranged in rows facing the blackboard, but there is a "U" shaped formation. This can change on a weekly basis. So that students do not just sit in one particular place and pair up with certain friends for one semester. This allows students to interact well and exchange ideas with their classmates. So that students do not feel awkward or embarrassed in expressing themselves when participating in the learning process.

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[11] Siwi Pawestri Apriliani Elvira Hoesein Radia, "Pengembangan Media Pembelajaran Buku Cerita Bergambar Untuk Meningkatkan Minat Membaca Siswa Sekolah Dasar," Jurnal Basicedu, Vol 4 No 4 (Tahun 2020): H. 995.

[12] Kastum, "Penerapan Media Gambar Dalam Pembelajaran Bahasa Arab Dapat Meningkatkan Antusiasme dan Hafalan Kosakata Siswa," Journal for Lesson and Learning Studies, Vol 3 No 1 (t.t.): h. 15.

[13] Lufri Ardi, *Metodologi Pembelajaran* (Porwokerto: IRDH Book Publisher, 2020), h. 48.

CONCLUSION

Based on the analysis and discussion that has been described by the researchers above, the teacher's creativity in fostering reading interest in class students 1A in MI Al-Islamiyah Bangkar Muara Uya it can be concluded that: IA homeroom teachers have several forms of creativity in fostering students' reading interest, including: The use of creative learning media such as media images, pictures of vowels, videos, and other media adapted to the learning material; The use of varied and creative teaching strategies such as discussions, lectures, questions and answers, and assignments; Creative classroom management such as the formation of the letter "U".

In terms of the application of teacher creativity in fostering interest in reading in class IA in MI Al-Islamiyah Bangkar Muara Uya, the teacher at the school has applied his form of creativity. As for the overall application of teacher creativity to get a response from students, and foster student interest in reading.

Although the results of this study have proven that the teacher's efforts in growing students' reading interest in MI Al-Islamiyah Bangkar it can be said that it is good, but teachers are expected to continue to be active and creative in the use of varied teaching styles to provide learning to students, use teaching aids in learning to make it easier for teachers to deliver learning materials and students will also be interested in the learning taught by the teacher.

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