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Teacher Creativity in Overcoming Limitations Of Indonesian Language Learning Media at MI Al Fitrah Semarang

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ABSTRACT

Limited facilities and learning media remain a significant challenge in Madrasah Ibtidaiyah, particularly in Indonesian language instruction. This study aims to describe and analyze teacher creativity in overcoming the limitations of learning media at MI Al Fitrah Semarang. The research employs a qualitative approach with a field study design. Data were collected through in-depth interviews with Indonesian language teachers, supported by classroom observations and documentation. The data were analyzed inductively through data reduction, data display, and conclusion drawing. The results reveal that the school's learning facilities and media remain limited and are not fully supported by the institution. However, teachers continue to implement the curriculum by demonstrating creativity, such as developing simple, low-cost learning materials and applying varied instructional methods. These efforts ensure Indonesian language learning remains effective, engaging, and understandable for students despite existing limitations.

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1. INTRODUCTION

Indonesian language learning at the basic education level, particularly in Madrasah Ibtidaiyah, plays a fundamental role in developing students' literacy skills, including listening, speaking, reading, and writing. Indonesian functions not only as a means of communication, but also as a tool for thinking, reasoning, development, and character formation from an early age [1], [2]. Therefore, the Indonesian language learning process must be effective, meaningful, and actively engaging for students.

Learning success is strongly influenced by instructional strategies and the appropriate use of learning media. Learning media serve as channels for delivering messages that can clarify material, increase students' attention, and help them understand abstract

concepts [3], [4]. In language learning, media serve a strategic role by enriching vocabulary, improving text comprehension, and fostering communicative language skills [5]. Thus, the availability and utilization of learning media are important factors in supporting the quality of Indonesian language learning.

However, various educational studies and reports indicate that not all educational institutions have adequate facilities and learning media. Schools with limited infrastructure, especially madrasahs, often face constraints in providing varied and innovative learning media [6], [7]. These limitations include the lack of visual media, teaching aids, and technology-based resources to support classroom learning. Such conditions can affect learning effectiveness if not balanced with appropriate pedagogical strategies.

On the other hand, teachers are still required to complete learning in accordance with applicable process standards and curricula. Regulation of the Minister of Education and Culture Number 22 of 2016 emphasizes that learning must be carried out in an interactive, inspiring, and enjoyable manner, even under limited facilities. This places teachers as the main actors in determining learning quality. Teachers do not only function as content deliverers but also as learning designers who can adjust strategies and media to the conditions of the school environment [8], [9].

The limited facilities require teachers to be creative in managing learning. Teacher creativity in the educational context is understood as the ability to generate new ideas, strategies, and learning media, or to modify existing ones, so that learning objectives can still be achieved [10]. Creativity is not always manifested through advanced technology, but can take the form of using simple media, the surrounding environment, and developing contextual learning methods [11].

From the perspective of constructivist learning theory, effective learning occurs when students are actively involved in building knowledge through interaction and meaningful learning experiences [12], [2]. Therefore, teacher creativity in managing Indonesian language learning becomes very important, especially in creating a communicative and participatory learning atmosphere despite limited learning media. Creative teachers can optimize methods such as storytelling, discussion, and language games to encourage active student engagement [13].

Several previous studies indicate that teacher creativity contributes positively to students' motivation and comprehension, particularly in schools with limited facilities [14], [15]. However, most studies still emphasize technology-based learning innovations, while studies that specifically examine teacher creativity in Indonesian language learning within the context of Madrasah Ibtidaiyah with minimal facilities remain relatively limited. In fact, this context has unique characteristics that differ from general elementary schools.

Although teacher creativity is a crucial aspect, empirical studies specifically examining the creativity of Indonesian language teachers in overcoming the limitations of learning media in Madrasah Ibtidaiyah are still relatively limited. Most studies focus more on the use of technology-based media or learning in schools with adequate facilities. Therefore, research examining teacher creativity practices in contexts with limited learning media is important [16].

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Based on the above explanation, this study aims to examine in depth the creativity of Indonesian language teachers in overcoming the limitations of learning media at MI Al Fitrah Semarang. This research is expected to provide theoretical contributions to the development of studies on teacher creativity, as well as practical contributions for teachers and educational institutions in improving the quality of Indonesian language learning amid limited facilities and infrastructure.

2. METHOD

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This study uses a qualitative approach with a field research design. The qualitative approach was chosen because this study aims to understand in depth how teachers creatively overcome the limitations of Indonesian language-learning media in real school conditions. According to Creswell [17], qualitative research is a research process that focuses on understanding the meanings individuals construct of social phenomena through data collection in natural settings and inductive data analysis.

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The research was conducted at MI Al Fitrah Meteseh, Semarang. The research subjects were Indonesian language teachers, while the research object was teacher creativity in overcoming limitations of Indonesian language learning media. The researcher acted as the main instrument (human instrument) who was directly involved in the data collection process through observation, in-depth interviews, and documentation.

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Data collection techniques included direct observation of Indonesian language learning processes, in-depth interviews with teachers to explore their experiences and creative strategies, and documentation of learning tools and teacher-made media. The data obtained were analyzed inductively using an interactive analysis model [18], which includes data reduction, data display, and conclusion drawing and verification.

Data validity was ensured through source and technique triangulation, as well as member checking to confirm the accuracy of interview results with informants' experiences. Research results are presented descriptively in narrative form to comprehensively describe teacher creativity in overcoming the limitations of Indonesian-language learning media at MI Al Fitrah Semarang.

3. RESULTS AND DISCUSSION

3.1. Results

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The discussion of the research results begins with an explanation of the analytical framework used to interpret the field findings. Qualitative research not only aims to describe phenomena in the field but also to interpret their meanings by relating them to theoretical frameworks and previous research findings. Therefore, interview results with Indonesian language teachers at MI Al Fitrah Semarang are not to be understood as standalone data, but rather as representations of teachers' professional experiences in responding to the limitations of learning media.

In this study, teacher creativity is analyzed as a contextual and adaptive pedagogical practice. The analysis positions creativity not only as an individual ability, but also as the result of interactions between teachers, school environmental conditions, and the demands of Indonesian language learning in Madrasah Ibtidaiyah. This framework aligns with the

view that positions creativity as a problem-solving process influenced by internal and external factors [19].

Furthermore, the research findings were analyzed using a thematic approach based on in-depth interviews with teachers. Each emerging theme was not only presented descriptively, but also connected to learning media theory, creativity theory, and relevant previous research findings. Thus, this discussion is expected to demonstrate the empirical and theoretical contributions of the study to enrich research on teacher creativity in overcoming the limitations of Indonesian language-learning media.

Limitations of Facilities and Learning Media at School

Based on interviews with Indonesian language teachers at MI Al Fitrah Semarang, it was found that the school's learning facilities remain minimal. The school does not yet have adequate supporting facilities for learning, particularly Indonesian language learning media. Available media are limited to textbooks, blackboards, and basic stationery. Meanwhile, visual and technology-based learning media, such as LCD projectors, audio learning tools, and language teaching aids, are not optimally available.

Teachers stated that these facility limitations affect classroom learning implementation. The school has not been able to provide learning media on a regular or structured basis, so teachers cannot fully rely on school-prepared media when delivering Indonesian language material.

Teachers' Demands to Complete Indonesian Language Learning

Despite limited facilities and learning materials, teachers are still required to deliver Indonesian language instruction in accordance with the applicable curriculum. Teachers stated that limited facilities cannot be used as a reason to stop or reduce learning achievement. Therefore, teachers must ensure that all Indonesian language material is still delivered and understood by students.

Teachers also revealed that the demand to complete learning material encourages them to seek alternative learning strategies so that the teaching and learning process continues optimally, even without adequate media support from the school.

Teacher Creativity as a Strategy to Overcome Learning Media Limitations

Interview results indicate that limited facilities and learning materials encourage teachers to be creative in teaching Indonesian. Teachers take the initiative to develop simple learning media independently, using readily available materials from the surrounding environment, such as paper, cardboard, and self-made images.

In addition to creating simple media, teachers also optimize material delivery through oral explanations, contextual examples, and varied learning methods. Teachers stated that creativity in teaching is the main key to ensuring that Indonesian language learning remains understandable for students despite the very limited learning media.

The Impact of Teacher Creativity on Student Understanding

Based on interview results, teachers stated that creativity in teaching has a positive impact on student understanding. Students can follow learning well and show enthusiasm during the learning process. Teachers observed that students more easily understand material when learning is delivered in an engaging, tailored way to individual students' needs.

Thus, the research results show that, although schools have limited facilities and learning media, teacher creativity plays an important role in maintaining the quality of Indonesian language learning, ensuring it remains optimal and understandable for students.

3.2. Discussion

This discussion interprets the research findings on minimal facilities and Indonesian-language learning media at MI Al Fitrah Semarang, as well as on teacher creativity in responding to these conditions. The findings indicate that limited facilities do not automatically reduce learning quality; instead, they encourage teachers to develop creative, context-specific learning strategies. This phenomenon confirms that teachers play a key role in maintaining the continuity and effectiveness of learning processes amid limited resources [22].

The limited facilities and learning media provided by schools are consistent with conditions commonly found in madrasah-based primary education institutions, particularly in areas with budget constraints. However, this study shows that limited media do not constitute a major obstacle to teachers in completing Indonesian language instruction. These findings reinforce the view that learning media function as supporting tools rather than the primary determinants of learning success [20]. In other words, learning success is more determined by teachers' ability to manage learning than by the completeness of the media used [23].

Teacher creativity emerging as a response to media limitations can be understood through educational creativity theory, which emphasizes that creativity develops when individuals face problems and are required to find alternative solutions [10]. In the context of this study, the demand to complete Indonesian language learning encourages teachers to create simple media and modify learning methods to suit classroom conditions. This shows that teacher creativity is functional, directed toward solving real learning problems [24].

Furthermore, the use of varied learning methods, such as storytelling, question-and-answer sessions, and discussions, indicates that teachers do not focus solely on material delivery but also on active student involvement. These findings align with constructivist approaches that emphasize that knowledge is built through active interaction between students and their environment [2]. Communicative Indonesian language learning allows students to develop language skills naturally, even without adequate learning media support.

From the perspective of teacher professionalism, the creativity demonstrated by teachers in this study reflects pedagogical competence, namely the ability to design and implement learning experiences that align with students' conditions and the school environment [21]. Teachers do not rely solely on school facilities; they take the initiative to adapt learning to available resources. This demonstrates teachers' professional commitment to fulfilling their responsibilities as educators [25].

When compared with previous studies, these findings strengthen results stating that teacher creativity plays an important role in improving learning quality in schools with limited facilities. However, this study makes additional contributions by emphasizing that teacher creativity at the Madrasah Ibtidaiyah level is not always oriented toward technology use, but rather toward adaptive and contextual abilities in using simple media and learning strategies that are relevant to student characteristics.

Overall, this discussion confirms that limitations of facilities and learning media become opportunities for teachers to actualize creativity in Indonesian language learning. Teacher creativity serves as a pedagogical strategy to ensure learning remains optimal and understandable for students, enabling the achievement of Indonesian language learning objectives despite limited facilities.

4. CONCLUSION

This study highlights that teacher creativity plays a decisive role in ensuring the continuity and effectiveness of Indonesian language learning in situations where educational facilities and learning media are limited. Rather than framing limitations as barriers, this research emphasizes teachers' capacity to transform constraints into opportunities through adaptive, contextual, and resource-efficient instructional practices.

The implications of this study are both theoretical and practical. Theoretically, it reinforces the perspective that teacher creativity is a central component of pedagogical competence, particularly in low-resource educational settings. In practice, the findings provide insights for educators and school institutions to prioritize the development of creative teaching strategies over reliance on complete infrastructure, and to encourage policy-makers to support teacher innovation through training and professional development programs.

However, this study has several limitations. It focuses on a single Madrasah Ibtidaiyah, which may limit the generalizability of the findings to broader educational contexts. In addition, the study primarily explores teacher perspectives, rather than deeply examining student learning outcomes or quantitative measures of effectiveness.

Future research is recommended to expand the scope by involving multiple schools with diverse characteristics, integrating mixed-method approaches, and examining the direct impact of teacher creativity on student achievement. Further studies may also explore the integration of simple technology-based media in low-resource settings.

Overall, this research contributes to the broader educational discourse by demonstrating that meaningful and effective learning can still be achieved through teacher innovation, even in constrained environments. It offers valuable insights not only for educators but also for education stakeholders in designing more inclusive and resilient learning systems.

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