

## Learning Creativity Of Adjunct Lecturer In Cultivating The Motivation Of Collage Student In 4.0 Era (Case Study In Faculty Of Islamic Teaching (Islamic Education) Departement University Of Datokarama Palu)

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### ABSTRAK

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Learning Creativity, Motivation Student in 4.0 Era

This thesis discusses the learning creativity of adjunct lecturers in fostering student learning motivation in the digital era of FTIK Datokarama State Islamic University (UIN) Palu. student learning motivation.

This study uses qualitative research. This type of research provides an overview or description and describes empirical facts or in the form of oral statements about the learning creativity of non-permanent lecturers in fostering student learning motivation in the digital era. Primary data sources are interviews with non-permanent lecturers and fifth semester students and secondary data, namely interviews with the dean. Data collection methods are observation, interviews and documentation.

The results of the study show that the efforts of adjunct lecturers in learning in the digital era in fostering student learning motivation require lesson planning. Lecturers can design strategies, learning methods according to the needs and characteristics of current students such as collaborating between education and entertainment as well as non-permanent lecturer learning creativity in fostering student learning motivation in the digital era, including being a communicative lecturer, utilizing social media developments as a learning resource, making educational videos, integrating the latest issues or trends with learning materials.

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### 1. Introduction

Creativity is an individual trait that can be seen from its ability to create new things, make something that has been there before become more innovative, and collaborate on things that are more useful. The notion of creativity can also be interpreted as an ability within an individual that manifests self-expression in the form of various things that the individual creates or other things. Therefore, creativity can be improved and honed depending on the seriousness of the individual's own efforts. (Amatullah Faizatul Magfirah 2017). In terms of the higher education curriculum, it emphasizes creativity as putting existing things in a different way, by being generative, innovative, imaginative and expressive. This understanding is based on the belief that lecturers as teachers at the higher education level have become creative in each of their disciplines. In the learning process in higher education there are often problems with many lecturers who do not have a good understanding of how to arrange instructions which can lead to creative thinking and increase creativity as part of their

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learning. In this case, the author's research subject was the learning creativity of non-permanent lecturers in fostering student learning motivation at Datokarama State Islamic University (UIN) Palu. Given the importance of creativity applied by lecturers in the learning process will greatly determine the direction and orientation of subject matter can be achieved properly or not, because by using various methods and media in learning technology students can understand the description of teaching material properly. openness, a free and safe forum for expressing their creativity. (Imam Setyawan 2006).

The problem that is often faced in the learning process in higher education is that many lecturers do not clearly understand how to structure instructions that can encourage creative thinking and increase creativity as part of their student learning. In this case, the author's research subject was the learning creativity of non-permanent lecturers in fostering student learning motivation at Datokarama State Islamic University (UIN) Palu. Given the importance of creativity applied by lecturers in learning will greatly determine the direction and orientation of learning material can be measured properly or not, because students can understand the description of teaching material through the use of various media in learning technology. Rachmawati stated that creativity is the ability to produce new forms in art or in machinery, or in solving problems with new methods. (Rahmawati Yeni dan Kurniawati Euis 2011). The digital era or also called the development of the Industrial Revolution 4.0 is driving technological progress, including progress in the field of education. These advances make it easier for students to meet their knowledge needs by searching, evaluating, organizing, and communicating the information obtained to solve the problems they face. The challenges of the world of higher education in Indonesia in this industrial era refer to the hope of having world-class universities and being able to survive and develop from the impact of changes that arise due to innovations in science and technology that occur in every component of society. (Kasinyo Hartono 2018).

This means that the readiness of higher education institutions in Indonesia in facing challenges both internally and externally, both on a local (national) and global (international) scale must be realized as an effort to create quality human resources (lecturers) and output (students and graduates) so as to encourage higher education. universities in Indonesia to become universities that are able to compete in the international arena.

The aim of this research is to find out the efforts of non-permanent lecturers in learning in the digital 4.0 era in fostering student learning motivation of FTIK PAI UIN Datokarama Palu, to find out the form of learning creativity of non-permanent lecturers in the digital 4.0 era in fostering learning motivation of FTIK PAI UIN students Datokarama Palu.

## **2. Literature Review**

### **2.1 Creativity**

Based on the Big Indonesian Dictionary, creativity comes from the creative word, which has the ability to create something. (Trisno Yuwono 2010). According to Supriyadi in Yeni Rachmawati that creativity is an individual's ability to create new things, both in the form of ideas and concrete works that are relatively different from things that have existed before. (Yeni Rachmawati dan Euis Kurniati 2010). Creativity is a person's ability to make or create new works or new combinations, based on existing data, find many possible answers to a problem, which emphasizes the quality, usefulness and diversity of answers, which illustrates fluency, flexibility and originality in thinking and ability to elaborate on an idea. Something new is not absolutely something that has never existed before, someone can make new combinations or new relationships that have a different quality from what was before. Mel Rhodes said that creativity is a phenomenon of a person (person) communicating a new concept (product) which is obtained as a result of a mental process (process) in generating ideas, which is an effort to fulfill a need (press) which is influenced by ecological pressures. In creativity, Mel Rhodes suggests that there are four dimensions of creativity called "The Four P's of Creativity". (Mel Rhodes 1961).

Conditions and situations that allow a person to create meaningful creative products are personal conditions and environmental conditions, namely the extent to which a person is pushed (pressed) by both to involve himself in creative processes, activities and activities. Individuals have creativity that can develop with an increase in the amount and variety of information that includes creativity, especially something new, by utilizing memory, experience, imagination, and abilities. Unique and original creativity is built with a long series of processes through idea management, plan management, to forming the processing of these ideas into something new. Creativity is not merely a process of creating a new idea or work, but also developing and improving quality so that it becomes work that can be enjoyed and utilized by the wider community.

### **2.2 Adjunct Lecturers**

Talking about non-permanent lecturers, non-permanent lecturers can be interpreted as lecturers whose rhythm of performance always adjusts to teaching hours. The profile of a non-permanent lecturer is synonymous with work flexibility, because you have to incharge every day at the office as is done by most permanent employees in general, which means that a lecturer cannot carry out activities anywhere and anytime. (Ana Tomi Roby Candra Yudha 2020). Lecturer is a profession. The word profession is a field of work or position that requires certain abilities. This means that a job or position that belongs to a profession cannot be owned by everyone, but it is necessary to prepare with special education and training. That is, work that is professional in nature is work that can only be done by people who specifically prepare themselves for the job, not work done by them because they do not get another job. Based on some of the opinions that have been described previously, it can be understood that a lecturer is a term for a person who has a profession as a professional teaching staff at the higher education level and is officially registered at a tertiary institution. Lecturer profession has academic qualifications, competencies, educator certificates, is physically and mentally healthy, and meets other qualifications required by higher education units at the location of their duties.

### **2.3 Creativity in Learning**

Creative and innovative learning is a very important point to be implemented in order to improve better education. Vygotsky's theory is also known as socio-cultural development theory which emphasizes social and cultural interactions in his work on cognitive development. (Sri Wahyuni Danoebroto 2015). The focus of 21st century education or learning includes creativity, critical thinking, communication, and collaboration. These skills are not only for students, but also for educators (teachers and lecturers). Teachers or lecturers must have strong competencies, including: critical thinking, creative, communicative, and collaborative. A very important role for teachers and lecturers as role models of character, spreading passion, and inspiring. This is a role that technology cannot replace. Have educational competence, competence in research, competence in the digital business world, competency in the era of globalization, and interaction in learning. At this time the expected learning model is a learning model that can change the mindset and nature of today's students. Therefore, higher education institutions need to hone and develop student talents with their various potentials. Various learning models and the flexibility of lecturers in exploring learning systems and patterns, are expected to be able to broaden students' insights regarding contextual knowledge. In achieving skills in the 21st century, learning trends and good practices must also be adjusted, one of which is through integrated or mixed learning.

### **2.4 Student Learning Motivation**

McDonald, assumes that motivation is a change of energy in an individual's self which is characterized by feelings and reactions to achieve goals. The definition of McDonald's contains three important elements related to each other, namely:

- 1) Motivation is characterized by a change in energy within the individual. Certain changes in the neurophysiological system in the human organism become the cause of these energy changes. For example, the motive for wanting to eat or feeling hungry is due to changes in the digestive system.
- 2) Motivation is characterized by feelings, initially in the form of psychological tension, then in the form of an emotional atmosphere, then causes patterned behavior. This change can be seen in a person's behavior, such as when involved in a discussion, students are interested in the problem being discussed so that he expresses his opinion regarding this matter,
- 3) Motivation is marked by a reaction to achieve a goal that is motivated to give a response to achieve a certain goal. This response is useful for reducing tension caused by changes in energy from within, for example if a student wants to get good grades, then he studies diligently. (Muhammad Anas dan Farida Aryani 2014).

Based on some of these definitions of learning motivation, it can be concluded that learning motivation is an encouragement that arises both from within and outside a person who is able to generate enthusiasm and enthusiasm for learning and provide direction to learning activities so that the desired goals can be achieved.

### **2.5 Relationship between Creativity and Learning Motivation**

Creativity as a form of learning is a vital part of the development of cognition, which can be able to explain and present abstract concepts by involving curiosity skills and the ability to discover, explore, search, capacity and enthusiasm so that creativity can inform various learning. (Florence Beetlestone 2013). creative learning is learning that emphasizes how lecturers or tutors facilitate learning activities, so that the learning atmosphere becomes conducive and comfortable

requiring lecturers to pack learning materials, so that students can also be stimulated to carry out creative and fun activities. (Balitbang 2007).

The industrial revolution 4.0 or the fourth industrial revolution is an era that views information technology as the basis of human life. The use of unlimited computing power and data due to the development of the internet and massive digital technology as the backbone of the movement and connectivity of humans and machines causes everything to become limitless. This era has also disrupted various human activities, including the fields of science, technology and art, without exception in the field of education.

The industrial revolution is also a trend called the age of knowledge. In this era, all alternatives for fulfilling life's needs in various contexts are more fundamental to knowledge in various fields, which were triggered by the birth of science and technology. In this era, various impacts appear, such as information that can be accessed anytime and anywhere, faster computing, and communication that can be done anytime and anywhere.

The existence of the industrial revolution 4.0 has an effect on the world of education which needs to carry out learning innovations, namely integrating learning with technology and information. Hoyles and Lefrange emphasized that digital technology is something that can offer extraordinary appeal in learning regarding the effectiveness and efficiency of the education system. The industrial revolution 4.0 in the world of education delivers learning that has its own complexities. Learning increasingly emphasizes perseverance and creativity. Learning in the era of the industrial revolution 4.0 had an impact on a total change in learning patterns, especially those currently focused on educators as information providers turning to educators as facilitators. Characteristics of education in the era of the industrial revolution 4.0

### **3. Methodology**

This study uses qualitative research methods, the focus of which is to reveal and produce descriptive data. The data obtained in this study did not go through statistical procedures or in other forms of calculations (Eko Sugiarto 2015). Rather, it is obtained through case studies, interviews, field notes, photos, videos, personal documents, notes or memos, and other official documents. In this research, the focus/research problem moves from facts/information/events to concepts or theories, not the other way around from theory/concepts to data/information. This research is located on Campus II of UIN Datokarama Palu which is located in Pembowe Village, Sigi Biromaru District, Sigi Regency, Central Sulawesi Province. The data collection techniques used in this study are observation, interviews and documentation. There are three paths to data analysis techniques in research, namely data reduction, data presentation and data verification

### **4. Results and Discussion**

The era of the industrial revolution 4.0 is an era where information technology is the basis of human life. Computing power and data used no longer have limits with the massive development of digital technology as the basis for human-machine connectivity. This era will also disrupt various human activities, which cover the fields of science, technology and art, including the field of education. The focus of education in the 21st century includes skills in creativity, critical thinking, communication, and collaboration. This expertise is not only owned by students but also for lecturers as teachers. Lecturers must have strong competencies, including: critical thinking, creative, communicative, and collaborative. A very important role for lecturers as role models of character, spreading passion, and inspiring. This role cannot be replaced by technological sophistication. Have educational competence, competence in writing, competence in the digital business world, competence in the era of globalization, and interaction in learning. The learning model that can change the nature and mindset of students in today's era is the expected learning model. Therefore, universities should be able to hone and develop their talents and potential. The various learning models and the flexibility of lecturers in exploring learning systems and patterns are expected to be able to broaden students' insights regarding contextual knowledge. In order to achieve 21st century skills, learning trends and good practices must also be adjusted, one of which is through integrated or mixed learning. Mixed learning is a way of integrating the use of technology and information in learning activities. Integrated or blended learning can allow for reflection on learning. This integrated learning is a method of combining face-to-face learning in class with online learning outside the classroom. Integrated learning occurs by combining physical learning in the classroom with a

virtual environment. Integrated or mixed learning-based learning is a combination of old literacy and new literacy (human literacy, technology literacy, and data). In higher education institutions the creativity of teaching staff or lecturers greatly influences the results of educational output so that this becomes the most important factor in learning activities, because student saturation in learning can be overcome which in turn can create a creative and fun learning atmosphere. Nowadays creativity must be developed in order to stimulate the birth of innovation from a lecturer in the form of ideas, real works, forms of creative thinking and new learning methods. Mel Rhodes argues that creativity is a phenomenon in which a person (person) communicates a new concept, (process) which is an effort to fulfill a need found as a result of a mental process (press) influenced by ecological pressure, (product) in generating ideas. . Mel Rhodes argues that there are four indicators of creativity called "The Four P's of Creativity". Based on the theory of creativity above and the results of field writing, according to the author, several young lecturers have met the indicators of learning creativity in the digital era. This can be seen from the young lecturers who are the closest generation to the current student generation (person), so this creates challenges for young lecturers in formulating, revising and communicating technological and social media developments with the learning process (process), then this motivates these young lecturers (press) created a variety of learning methods that are in accordance with the character of students who cannot be separated from digitalization. Therefore, along with the current developments in technology and social media, lecturers, especially young lecturers, are required to provide interesting, innovative and creative teaching so that students are not bored and can understand the material presented properly. Not only that, educators should also try to collaborate between education and entertainment. The definition of McDonald's has three important elements that are related to each other, which are marked by changes in energy in the individual, marked by feelings of psychological tension then motivated behavior and marked by reactions to achieve certain goals. If referring to the theory above with the author's findings in the field there is relevance between the learning creativity of non-permanent lecturers and student learning motivation. It can be seen from the following table.

Indikator motivasi menurut McDonald	Respon mahasiswa
Characterized by a change in energy within the individual	Students become enthusiastic in the learning process
Characterized by a feeling of psychological tension	The class atmosphere became active
Characterized by reactions to achieve certain goals	It can be seen from the discussion process in class and the assignment of lectures.

Based on the author's findings in the field, the creativity of young lecturers at UIN Datokarama Palu can foster learning motivation for FTIK PAI students. This can be seen from the learning methods they use. Considering that their age is not far from the students and keeping up with the times, lecturers can present learning materials that are more updated according to the characteristics of today's students. Through the use of social media such as tiktok, IG, YouTube then invites students to discuss the material presented. Not only that, lecturers can utilize technology in delivering material, such as making educational videos, introducing applications and learning resources so as to make the learning material delivered more enjoyable. Apart from the learning method, what makes students motivated is the character of the lecturer who is chill but authoritative, has a sense of humor and is communicative. Based on the author's findings in the field, all students like this lecturer character.

## 5. Conclusion

Based on the data and results of the research and analysis as stated in the previous chapters, the authors conclude that:

1. The efforts of non-permanent lecturers in learning in the digital era in fostering student learning motivation require lesson planning. Lecturers can design learning strategies and methods that suit the needs and characteristics of current students such as learning by exploring learning strategies, learning patterns that follow technological developments, using simple language in delivering material, using other references in linking material, collaborating between education and entertainment.
2. Forms of non-permanent lecturer learning creativity in fostering student learning motivation in the digital era include becoming communicative lecturers, utilizing social media developments as learning resources including mimind, quizzz,

instagram, youtube, tiktok and interactive multimedia, making educational videos, integrating current issues or trends with learning materials.

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