

CHAPTER I

INTRODUCTION

A. Background of Study

Based on (Huriyah, 2019) innovation is crucial for 21st-century education. Based on to (Mubarok, 2022) students need to acquire critical thinking and problem-solving skills through flexibility, inventiveness, and elaboration. This study examines how teachers demonstrate innovation in English language instruction. Creativity improves educational quality through innovative teaching methods. It enables teachers to design engaging, interactive, and effective learning experiences (Antari, 2021). Creativity is crucial for English language (Andi Baso, 2021)learning as it engages students and helps them attain learning objectives (Andi Baso, 2021). Creative teaching strategies can improve student engagement and learning outcomes (Charisma 2024).

Teacher creativity in managing the class includes the teacher's ability to present learning material interestingly. Z. Zubairi & Nurdin (2022) motivate students to use methods (Nurdin, 2022) and innovative learning strategies (Muzakki, 2022a) and create an environment that is conducive to teaching and learning activities (Muzakki, 2015).

Teaching creativity starts from the mindset of a teacher and it is reflected the teaching strategies in the classroom. There are at least two reasons for an English teacher to be creative. First, a good understanding of the four skills that should be interested into his/her lesson can be

expected to make a teacher think of appropriate teaching strategies that might need to be adapted or created. Second an ability to plan an affective lesson that meet the expectation of the new curriculum encourages teachers to use their analytical as well as creative thinking. Planning a lesson is an important step for successful teaching. Creativity is even more important during the actual teaching in the classroom. The teacher should assure that the student is fully engaged in meaningful and enjoyable activities.

This study uses observation and interview data collection technique. The result of this study found that first the extracurricular activity carried out in the Pesantren Darul Istiqamah do not only gives speeches but also use debate and how to improve our language, this can be seen from the ability of the student in public.

The responsibility of teaching students how to run extracurricular activities at school falls on teacher training universities (Zheleznova, 2016). Higher education institutions have acquired specific expertise in preparing future educators to plan extracurricular activities (Pavlova et al., 2018). Afterwards, much more care was paid to them. Being creative and innovative is one of the characteristics of people who have a high work ethic. In Islam, work ethic is the spirit of work that becomes a servant's belief that work has a connection with the purpose of his life, namely obtaining the pleasure of Allah SWT. He says :

وَأَنْ سَعْيِهِ سَوْفَ يَرَى

An example of work ethic is a person working in a company to heart the needs of his family. He believes that the head of the family is responsible for his family. So, he wants his family to live happily. Therefore, to obtain family happiness, he works earnestly and is polite to everyone.

It is also explained in a hadith narrated by Bukhari as follows ;

خيركم من تعلم القرآن وعلمه

As a teacher of Islamic Religion, of course, it must inspire and must be an internalization of self. Moreover, the coverage in the learning process cannot be separated from the hadith, it becomes the scope of material that is always delivered including al-Qur'an, Fiqh, Aqidah, Worship, Akhlak, Tarikh. So that every teacher's activity at school can be worth worship and useful.

A teacher which a person who plays a crucial part which helping pupils develop an admirable and noble mindset. Students should be able to develop a strong, sincere faith from their teachers. Because someone who has faith will develop a strong religious character and be able to combine their intellectual and spiritual intelligence, becoming an insan human being in the process. Following discussions at the teachers' council work meeting, the following actions are some of the evaluation results that we will go through in the upcoming school year. Despite all of the advancements from the previous year, we believe there are still a lot of issues that need to be

resolved in order for this new school year to go as smoothly as possible. Compared to last year, we have improved significantly.

B. Definition of Key Terms

In this research, several key terms are defined to ensure a clear and shared understanding of the concepts discussed. These definitions are provided to avoid any misinterpretation and to establish a consistent frame of reference throughout the study. The key terms are as follows:

1. Boarding School Teacher's Creativity

In this research, *boarding school teacher's creativity* refers to the ability of teachers in a boarding school setting to think innovatively and apply creative strategies in teaching English, particularly through extracurricular activities. It encompasses both “teaching creatively,” which involves using novel methods and resources to make learning more engaging, and “teaching for creativity,” which focuses on fostering students' own creative thinking. In the context of an Islamic boarding school (*pesantren*), this also includes the teacher's ability to adapt learning approaches that align with religious values and limited resources, while still promoting effective language acquisition and student engagement.

2. Teaching English

In this research, *boarding school teacher's creativity* refers to the ability of teachers in a boarding school setting to think innovatively and apply creative strategies in teaching English, particularly through

extracurricular activities. It encompasses both “teaching creatively,” which involves using novel methods and resources to make learning more engaging, and “teaching for creativity,” which focuses on fostering students’ own creative thinking. In the context of an Islamic boarding school (pesantren), this also includes the teacher’s ability to adapt learning approaches that align with religious values and limited resources, while still promoting effective language acquisition and student engagement.

3. Extracurricular Activities

Additional educational or recreational activities conducted outside the regular academic curriculum, aimed at enhancing students’ overall development. Any planned activity that occurs outside of a school’s regular academic schedule is considered an extracurricular activity. Speech, debate, clubs, music, the arts, community service, and other interest-based groups are just a few examples of the many things that might be included in these usually voluntary activities. Students can explore their interests, learn new skills, build social networks, and improve their overall educational experience through extracurricular

activities. They are important for leadership, teamwork, time management, and personal growth.

C. Research Questions

The main questions that need to be addressed in this study are:

1. What types of the teacher creativity into extracurricular activities to support student's English?
2. What are the challenges faced by the teacher in learning English through extracurricular activities?

D. Research Objectives

1. To find the types teacher creativity handle extracurricular activities support student's English.
2. To find the challenges faced by the teacher in learning English through extracurricular activities.

E. Research significance

The results of this study are expected to contribute to:

1. Theoretical benefits:

The findings of this study may help the teacher's creativity teaching and learning English in extracurricular activities further Islamic education and communication science.

2. Practically benefits:

- a. Institution, the findings of this study should be able to provide information on every aspect that can help students become more proficient public speakers through extracurricular activity.

- b. For researchers, it can offer understanding and experience in utilizing the knowledge acquired during the teaching.
- c. For the Library, this research can serve as a reference for pertinent studies.
- d. For santri, this research can offer encouragement so that later santri can be assured in getting ready to become public speaker or translator or preacher.
- e. For Islamic boarding schools, Boarding school teachers can enhance English learning by integrating creativity into extracurricular activities, fostering engagement and practical language use. These activities promote collaboration, critical thinking, and cultural exchange, enriching students' language skills beyond traditional classroom settings.