International Journal Of Science Education and Technology Management e-ISSN 2830-389X
Pages 30-44
Volume 2 Number 1 Year 2023

Teacher Creativity Management In Improving The Quality Of Mathematics Learning

Taufik[1], Hanafiah[2], Supyan Sauri[3]
[*]Nusantara Islamic University, Indonesia
e-mail: taramovida@gmail.com[2], hanafiah@uninus.ac.id[2], uyunsupyan@uninus.ac.id[3]

Abstract

Learning Mathematics is the mother of science, it is unfortunate that this subject is not used as a basis for developing values in building real knowledge and knowledge in the school environment. This study develops Taking a Focus related to "Teacher Creativity Management in improving the Quality of Mathematics Teaching" with the aim of finding a clear picture of this matter. The development of questions presented related to: 1) Planning; 2) Organizing; 3) Implementation; 4) Supervision; 5) Constraints; 6) Efforts; 7) The results of teacher creativity in improving the quality of mathematics learning. with the application of qualitative methods through the development of descriptive analysis and processed through observation, interviews and documentation. Basically applied theory with complexity theory as the basis for problem solving that is built from the results of research where in 1) planning, the limitations of understanding and process standards have not yet determined this. 2) Management management has not been developed yet; 3) The implementation still maintains the established standard pattern; 4) supervision; implementing a tiered supervision pattern; 5) Obstacles in the absence of personnel readiness; 6) efforts to develop a learning system process policy; 7) The results of the development of mathematics learning values have not been developed in an integrated teaching quality. 3) The implementation still maintains the established standard pattern; 4) supervision; implementing a tiered supervision pattern; 5) Obstacles in the absence of personnel readiness; 6) efforts to develop a learning system process policy; 7) The results of the development of mathematics learning values have not been developed in an integrated teaching quality. 3) The implementation still maintains the established standard pattern; 4) supervision; implementing a tiered supervision pattern; 5) Obstacles in the absence of personnel readiness; 6) efforts to develop a learning system process policy; 7) The results of the development of mathematics learning values have not been developed in an integrated teaching quality.

Keywords: Creative Management, Teachers and Quality of Mathematics Learning.

INTRODUCTION

The role of Mathematics Learning in the scope of the development of Science and Technology itself has shown the importance related to understanding Mathematics as the Mother of Science as an inseparable fact. This reveals that the principle of education itself which is built in Bahaviorism, Cognitivism, and Constructivism is a high value that is closely related where the application of Mathematics Learning is universal.

Two important things in developing the value of the learning process itself are the construction of the value of the process of understanding the form of learning in the educational process unit, built on the scope of the learning unit in terms of Core competencies and Basic Competencies. This basis itself in its implementation was developed to support the realization of a form of education in accordance with the definition defined in Law No. 20 of 2003. The research unit itself determines the level of high school carried out by an equivalent Madrasah Aliyah institution. In the implementation of this research, it is shown that the value of understanding the basic form related to learning mathematics itself is built on the dominance of observations related to understanding the value of learning mathematics as a scourge for students.

This understanding clearly shows that the benchmarks taken in the definition themselves are grouped in the basic unit of symbols as parable values in determining the value of the achievement of the value itself. Strong evidence that mathematics is life must be further elaborated and developed in the world of education, especially at the Madrasah Aliyah or Senior High School level in order to prepare generations who are ready to test now and in the future.

The understanding of the value of mathematics learning carried out in the Madrasah Aliyah educational environment itself from the results of observations showed that understanding the value of Mathematics as the mother of Science has not been rooted in the implementation of teacher performance in building the environment into a home for science. The school as a house of science upholds the value where recognition and trust are built in developing and enhancing the ability for knowledge and the development of science to create new and renewable technologies.

Understanding Mathematics, especially in developing the value of the learning process and learning becomes important in building science itself. Individual understanding of knowledge becomes absolute where the development of knowledge will always require recognition from other individuals. Based on the principle of the basic relationship between the formation of science on human connectivity with other humans, the school environment is a place that is the basis for the development of science itself.

Understanding Mathematics Learning and Mathematics Learning itself must be interpreted fundamentally. Learning Mathematics as the scope of its implementation is built through interactions that are developed in the learning process within the established basic educational framework. the facts that are built within are not fully developed with the application of a learning system related to the development and support of other sciences. In principle, mathematics is closely related to understanding the value of behaviorism, which means that the stimulus plays an important role in building the value of skills from the results of learning mathematics itself. the extent to which the achievement of mathematical understanding of learning outcomes in the field of study is developed for other fields of study. this is a fundamental obstacle.

The root of the research problem that is built on understanding the form of mathematics learning itself is not aimed at building skills only in terms of basic competence, but with the development of the value of these basic competencies, the application of a mutually supportive system between the field of mathematics and other fields of study is needed. Learning understanding is actually built on the basis of knowledge related to the role of functions and benefits of the field of mathematics in other fields of study.

The separation of scope occurs in relation to the results of observations as a basis for understanding the background of the research problem. For example, learning mathematics that supports strengthening understanding and decomposing the value of learning physics is carried out in a separate program unit. there is no strengthening of values and development of forms from learning outcomes into learning for other fields of study that are developed in the world of education. This explains that the value of learning mathematics itself in terms of the quality of learning must be implemented and strengthen students' knowledge as the basic material for developing the value of the knowledge they receive.

The two research locations carried out at Madrasah Aliyah (SMA level) in Jakarta refer to the school environment with the highest quality value of learning outcomes with highly qualified technical patterns and technical support. The madrasah environments are Madrasah Aliyah Negeri 04 Jakarta and Madarasah Aliyah Pembangunan UIN Jakarta. both have the same potential and capacity in terms of the quality of education developed. in the results of observations show that all modern learning systems have been implemented in both

environments so that the level of implementation of the educational process has been recognized by the public as a quality school.

Building the value of understanding mathematics as the mother of science as a theory is not supported by facts that are rooted in the implementation of the learning and learning process carried out. This is evidenced by the different timings of the interrelated scientific education program units. This shows that creative support is needed by teachers in building the learning principles themselves. Another support is efforts to build and simplify the process of learning mathematics into a program unit on an ongoing basis that can be carried out in a directed manner where mathematical knowledge is used to build understanding in the development of other sciences. the belief that forms the basis for the realization of the value of mathematics as the mother of science has not yet been achieved. The results of the observations show the fact that the implementation of educational activities and learning mathematics are still separate in the understanding of education in the field of study. a basic example is understanding the value of basic physics knowledge requires support for basic mathematics learning. the implementation carried out is built separately with a relatively very far scope of implementation time. Physics learning related to mathematics as its support is carried out in the learning implementation unit in semester 1 (one) of class X, while basic learning of mathematical knowledge is carried out in semester 5 (five) Class XI. This is from the fact that observations from students show that the understanding of values built in the field of physics studies is separate from the field of mathematics studies. In principle, mathematics is the mother of science. In the implementation itself, the results of the interviews showed that the Physics learning that was built by the teacher provided the basic understanding of mathematics as the first step in the Physics learning that was carried out.

This shows that the educational program unit within the scope of learning itself needs a rooted system. Educational management that is built by itself must be developed through increasing teacher creativity in building knowledge into knowledge that continues to grow. as a strong basis for understanding, the management of the mathematics learning system itself must be built in behaviorism, cognitiveism and constructivism. This means that continuity or repetition or stimulus that is built must be developed continuously in building knowledge in a system and mathematical process as a form of developing the value of building knowledge into science.

The education management developed is directed with a focus on building the value of Teacher Creativity Management in Improving the Quality of Mathematics Learning where teachers do not only work together but build performance in an active collaboration, especially in creating quality mathematics learning values. The target of education itself is to build productive generations, besides that this generation can answer the challenges that occur in phenomena that develop in society. With this basis, it is hoped that the achievements of Teacher Creativity Management in Improving the Quality of Mathematics Learning can support the creation of generations who are ready to be tested and not those who are prepared for exams.

Management of Teacher Creativity is an important value in building quality values and the quality of mathematics learning. As an important value in building knowledge into science, the mathematics learning process is not only part of the teaching and learning process with the achievement of basic competencies as defined as the control of the education system implemented. the achievement of the learning value itself is needed in building the mathematical knowledge in an applicative process in supporting the development of knowledge carried out at the Mandrasah Aliyah level. This scope itself will have the impact of creating an understanding that supports individuals to actively increase their potential. With the integration of the implementing components of the teacher's work in the creativity management unit, all patterns and work arrangements for teaching and learning performance

will be guided by building support in the fields of study that are studied with one another, in this study specifically combining the value of understanding mathematics learning as the mother of science for become part of realizing the value of quality learning. In addition, it provides an achievement value where the learning process is stimulus between the fields of mathematics studies and other fields of study that support each other in building an understanding of the value of mathematics learning applications that are operationalized directly in other disciplines. Combining these values requires high creativity. Teachers are required to build work values and performance together in showing the direction of the balance and balance of learning values with learning that is built in every implementation of educational work on an ongoing basis. This value will build a value where students' belief in the learning they carry out can show direct results in supporting one knowledge with another, in order to build new knowledge for themselves and create renewable knowledge and technology for their environment.

The root of understanding the value of Mathematics Learning is not only limited to the form of cognitive, affective and psychomotor understanding, more broadly the factors supporting belief are important in building the value of learning mathematics that are integrated operationally directly, so that in building individual self-confidence of students in building knowledge into science. knowledge as the basis for skilled intelligence in building current and future life skills.

Within this scope, Teacher Creativity Management itself has not yet become an implementation of School Management in the education management unit. This shows the fact that the value of understanding the management of the competence and potential development system itself must be fundamentally developed and implemented with the aim of achieving quality work goals and performance. With quality work and performance, the value of developing a learning system in achievement will realize the value of the best quality of learning supported by the principle of developing the value of behaviorism,

RESEARCH METHODS

The research method carried out in this research activity is carried out using a qualitative approach method, where a more in-depth study of learning related to the main focus is the goal of achievement in the research activities carried out, as an effort to increase understanding that continues to increase.

This research activity is carried out with a mechanism that has been systematically arranged which includes data collection techniques carried out through Observation, Interview, and Documentation as a support in the implementation of the research carried out. The implementation of observations is carried out with a more in-depth study with an object related to the main focus in conducting research.

Interviews were carried out by asking questions on objects related to research activities that would become a result of research activities. The implementation of documentation is also carried out as a responsibility or as tangible evidence of the implementation of the activities carried out.

RESEARCH RESULTS AND DISCUSSION

Research Result

Teacher Creativity Planning in Improving the Quality of Mathematics Learning

Management of Teacher Creativity in Improving the Quality of Learning Fundamentally, the results of research in the planning itself have not shown their form and manifestation in both public and private schools that have become research observations. However, two things about understanding the value of planning developed from each school show that different forms are built with their respective embodiments. The first school as a

public school, juridically, the rules for implementing teacher work planning become the basis for implementation with the reference to the guidelines that have been set. Creativity is built according to established guidelines.

The results of planning research in private schools show that planning program units are more creative but have not been compiled in a management activity that is implemented in supporting the form of work implementation as the basis for improving the quality of learning carried out. One thing that has been built and implemented by the private school is an effort to build public trust and recognition in providing services, starting from recruitment and the technical implementation system it has developed.

From the aspect of planning itself related to improving the quality of learning, both still show the form that the development of the quality of learning mathematics must be under the understanding of the form of the field of mathematics study itself. The understanding of values that are built in the broad scope of basic mathematical knowledge becomes the basic benchmark for components that are rooted in the value of the unit for implementing work activities carried out in almost all scientific disciplines. The awareness of the values contained in the results of this observation shows that the teacher's own performance is built with a projected task force with the scope of developing the value of the form of understanding developed by each control of the work they carry out.

1. **Vision Mission Goals and Achievements of the School**
   Vision, Mission, goals and achievements of the school that are built both project the determination that has been determined. This basically shows that the general units that are built within the school in terms of the scope of system development are substantially built in general as well. Specifically, each staff member has not shown an effort to develop values, both in the achievement units in the assigned learning mission and in the scope of developing the value of the process unit in a forward-looking manner that supports the vision, mission, and goals of the stated achievements.
2. **Creative Management Planning**
   Creative Management Planning itself is limited in academic scope and not potential. The creativity that is built in the school environment implies that it is the highest academic achievement value that has a high creative value. This understanding of values basically shows that competence in terms of knowledge, attitudes and knowledge skills it has is built with a linear academic understanding control direction and not how to build an understanding of academic application in other fields of study.
3. **Inventory**
   The inventory of the two schools shows the form of inventory based on their respective fields of study in groups, the established mechanism shows the form that organizes the scope of academic achievement that determines the process of achieving learning carried out.
4. **Policy**
   Policies related to teacher creativity, in this case are developed in the pattern of implementing the education and learning process that is carried out. It's not how to develop an integrated system with science that develops at least with an educational work process unit that has been carried out both previously and currently being implemented. The basis for developing the system that is built on the basis of the steps in the process of developing the form of Creativity itself is determined programmatically based on the stipulated provisions.
5. **Coordination**
   Teacher creativity is built based on each group of fields of study, meaning for mathematics creativity itself under the arrangement and understanding of the value development process of teachers in the field of mathematics studies. In this case the basic

development of creativity itself needs to be built and understanding the value of creativity itself must be based on a careful, precise and accurate value system. All considerations from the results of the research show that teacher creativity in its development must be in line with the concept of implementation that is carried out without building an alignment of how all controls in one field of study can support other fields of study.

6. **Implementation**
   The implementation of the results of the study shows a parallel direction between the main tasks, groups of fields of study and the curriculum regulates the process that prioritizes the value of the work unit that has been determined, the basic differences as a government school, the rules for implementing work in planning are built on the basis of provisions and provisions as guidelines for the implementation of basic techniques, while the development of values in private schools shows that the learning development applications that are implemented continue to be built and updated. Two sides that are the most important part in implementation as a basis for improving the quality of learning, especially mathematics, the direction and purpose of understanding itself in application need real proof,
7. **Supervision**
   Normative supervision from the results of research in state school institutions shows the value development part of the application of the eight educational standards that have been set. Meanwhile, for creativity and potential development, the results of the value determination have not been optimally placed in management. This shows that normative management is an implemented part. Different steps were developed by private schools, more intense supervision of academic achievement became the basis for more developed implementation. This concept itself is based on the principle that more development value will produce more value in its achievements.
8. **Evaluation**
   Assessments built in public schools are built academically and value development is taxonomically built in it as an indicator of the achievement of learning outcomes carried out, this concept is based on the provisions and implementation guidelines set. The development of this research also applies to private schools, thus the results of the study show that the juridical rules are an important guideline that becomes the basic benchmark for assessment.
9. **Supporting Facilities**
   Other Supporting Facilities the development of the form of improving the quality of learning is built on the basis of supporting infrastructure facilities that must be met in a basic way. The linkage of mathematics as a supporting scope for the branch of science, in the form of all the infrastructure systems themselves are part of the development of mathematics learning. The results of the study show that the value of understanding the form of implementation of the developed technique must show the value increase section where work optimization will be supported by infrastructure suggestions, in this case the limited facilities are still far from the needs in learning development.

Organizing Teacher Creativity in Improving the Quality of Mathematics Learning

Research development is focused on organizing and exploring the value of understanding related to Teacher Creativity in Improving the Quality of Mathematics Learning within the scope of management based on:

1. **The Existence of Teacher Creativity Management**
   The management of teacher creativity itself has not been built in the development of science and knowledge itself. creativity development is built on the basis of the implementation of technical work and process systematics that build the system

fundamentally. Education that is built in an organization fully prioritizes values where work achievement and performance are directed in building processes and systems that are developed based on the unit of determination of the scope of work and performance that has been determined.

2. **Task Details**
   The details of the main tasks and functions in the implementation of its development are built on the basis of substance between the groups of fields of study carried out. Provisions for the development of values that are built from the development of the value of understanding the form of work implementation that are built with the main functions and functions are rooted in the assigned task implementation unit. Especially in the scope of development in private schools, the development of tupoksi is built with value development to provide space for teachers to build their potential and students in deepening the scientific disciplines they develop through extracurricular activities.
3. **Task Grouping**
   The grouping of tasks as described in the results of the study shows that each of the sub-fields of study supervises their respective parts along with the development of the implementation values that are set in the operational work of the school organization. Within the scope of development this unit is coordinated in a planned manner within the scope of development under the curriculum unit as a work implementation unit that regulates the education and learning process.
4. **Personnel Preparation**
   The readiness of personnel which is built by developing the value of understanding competence both pedagogically, personality and socially becomes the root of the value of developing the form of teacher work implementation as educators and instructors. In this scope, the deepening of these values needs to be expanded by prioritizing the value of the goals and achievements of each work carried out.
5. **Work Execution**
   The implementation of the work of the organization as determined, the important part that makes the difference is the policies and authorities built into it. The similarities that are developed are both in accordance with the predetermined provisions. The value of the development part of the form that is built fundamentally in the implementation of the competency work in its embodiment is not fully developed. As a whole, these competencies can be built by providing social space to be able to see and assess the ongoing implementation process so that the vision, mission, goals and achievements of education and learning can be implemented.

Implementation of Teacher Creativity in Improving the Quality of Mathematics Learning

The control of the implementation of teacher creativity in improving the quality of mathematics learning is built with focused steps related to: the main steps of developing teacher and student creativity; Systems and Mechanisms for Teacher and Student Creativity Development; Standard Operating Procedure for Teacher and Student Creativity Development; Socialization of Teacher and Student Creativity Development. The results of the interpretation related to this are described as follows:

1. **The main steps for the development of teacher and student creativity**
   Fundamental development with the determination of management specifically in the implementation of teacher performance units that improve the quality of mathematics learning is not implemented. However, the results of the study show that the form of developing creativity itself in its implementation builds fundamental development values for all forms in the direction and arrangement of the guidelines that have been

implemented. In this unit, the understanding of the value of the steps that are built in public schools is shown by the achievement of the scope of the teaching and learning implementation process in accordance with what is set. Meanwhile, within the scope of private schools, it is more developed by looking at the potential that is further developed for the implementation of certain activities that can improve school achievement.

2. **Systems and Mechanisms for Teacher and Student Creativity Development**
   The self-built mechanism system in the development of work unit values and performance that is carried out procedurally in both government and private schools is built based on the achievement of the value of the results of the process that has been determined. Each basis for implementing the system is regulated in the form of a predetermined teaching and learning process. These values are built through a system as the development of educational values that prioritizes the development of students to be active in building proactive reciprocal relationships.
3. **Standard Operating Procedure for Teacher and Student Creativity Development**
   The work Standard Operating Procedure that are built in this case are still fundamental to the value development system of the work implementation process in accordance with their main duties and responsibilities. For the development of the form and implementation of the work unit itself, it is built systematically in accordance with the learning plan for the arrangement and management of the system determined by each school and how to determine the unit for achieving goals optimally.
4. **Socialization of Teacher and Student Creativity Development**
   Socialization in the development of teacher and student creativity is designed with the development of extracurricular programs, which means that the development of implementation forms has been determined and built in an effort to provide space and opportunities for teachers and students who will improve abilities other than the results of the implementation of academic activities. This control is adjusted to the established work implementation guidelines so that in its implementation it develops program values that have been determined and determined by the school institution, this scope is built in government and private schools which are within the scope of this research study.

Supervision of Teacher Creativity in Improving the Quality of Mathematics Learning

The focus of the research from the aspect of supervision consists of: Supervision of Planning; Supervision of Organizing; Supervision of Implementation; Evaluation and Identification of problems; Control and Future Development.

1. **Supervision of Planning**
   Supervision of planning in connection with the implementation of teacher creativity management has not been systematically developed, where planning supervision is built in the form of backward evaluation which is developed in the process. This fundamental step is built with the realization of the value of the part that must be developed together in seeing the achievement of educational outcomes, as part of the control of the implementation of the supervision itself, providing a balance in determining the graduation plan and giving grades in the unit reporting the results of the implementation of educational activities and determining the scope of capacity in the grade promotion process.
2. **Oversight of Organizing**
   Supervision of the organization in this case is personality developed with the burden of individual teacher responsibilities that are fundamentally burdened as homeroom students. This concept is organizationally based on the results of research from the aspect of supervision to see the extent to which personality, pedagogical and social competences

of teachers are developed in expressing the results of interpretation of their students in the taxonomic unit specified.

3. **Supervision of Implementation**
   Supervision of the implementation in addition to tiered starting from subject groups, curriculum and school principals, international affirmations related to the achievement of broad educational goals, both provincial and national scales are developed. The value of this implementation itself is built in its supervision aimed at determining the form of the implementation process that builds outstanding teachers.
4. **Evaluation and Identification of problems**
   The evaluation and identification carried out were all built on an academic form with the basis of the implementation of their respective fields of study. The value of the application of this work and performance system is built on the basis of the determination of the administrative juridical system and the established technique. The difference between public and private schools lies in the identification of future program developments carried out by the private sector where implementation benchmarks are the most important part in building and increasing the recognition and trust that they carry out to policy makers.
5. **Control and Future Development**
   Control and Future Development. In the series of future controls, each implementer of educational activities and the unit of the process of implementing activities organized by private schools, in this case, is built with basic regulatory authority. New policies and developments dynamically determine each action built on the basis of developments and changes to established rules. In this study, it is stated that the rules and policies themselves continue to develop dynamically so that any alignment requires a fundamental transformation, both identification of human resources, infrastructure and costs that affect the value of future implementation.

Barriers to Teacher Creativity in Improving the Quality of Mathematics Learning

1. **Planning**
   Based on the results of the research, planning constraints in building Teacher Creativity in Improving the Quality of Mathematics Learning are the readiness of the existing techniques in implementing the process in a fundamental way. Understanding the value of mathematics is linearly built by the field of mathematics studies, but in implementation it is realized that the value of developing its own form becomes a benchmark in building information systems for the development of other knowledge in the field of study. Planning steps that have not been implemented refer to the level of achievement of work implementation procedures in standard processes, content standards and educational outcomes that answer part of the graduate base that is built in it.
2. **Organizing**
   Constraints on the readiness of basic human resources determine the form of development of work optimization values. The creative management unit itself has not yet been formed and built on a fundamental basis in the two implementers of the school education techniques studied. The limitations of human resources are an important part that must be understood in terms of the values that develop in it.
3. **Implementation**
   The obstacle to creativity is the complexity in it. The development of the value of complexity becomes an implementation constraint. The results of this interpretation show that complexity is a problem that must be built into a solution. The complexity that is built in creativity is read on the basis of establishing a broad scope and not being simplified in the development of the forms of education and learning that are carried out.

4. **Supervision**
   Obstacles in the supervision of creativity from the results of the research show a conflict with the provisions and guidelines for the implementation of the work carried out. The assumptions of thinking from the results of the study show that educational attainment as graduates who have high academic scores shows accurate monitoring results.

Teachers' Creativity Efforts in Improving the Quality of Mathematics Learning

1. **Planning.**
   Planning efforts in building creativity themselves are limited by systems and procedures, meaning that the results of this study indicate that the achievement of creativity is limited by a series of juridical, administrative and technical forms. The development in it does not come out of the value of determining the standard educational process that has been set.
2. **Organizing.**
   Limitations in existing human resources are met first and further management in realizing the form of adjustment in accordance with educational standards is the target of the organization in building well-accredited schools. The results of this study indicate that the management implementation unit in the focus of this research has not shown the form and achievements that are built in an integrated manner.
3. **Implementation**
   Implementation as a future effort based on basic thinking and targets accepts input from the research process that is put forward, but the form and mechanism become the basis for future considerations that will be carried out in each school.
4. **Supervision**
   Changes in the system indicate a change in form. Systematically the scope of development of the value of supervision as a future effort will be aligned with ongoing developments and changes. Build a careful and precise evaluation and build an accurate value system.

Results of Teacher Creativity in Improving the Quality of Mathematics Learning

1. **Planning.**
   The results show that the value of creativity is needed and very supportive in the process of implementing educational planning. On this basis, the results of the study suggest the value of the part that technically requires the mechanism, but the results of other developments are still considered considering that each change will have an effect on all forms of implementation of education and learning carried out.
2. **Organizing**
   Organizationally, the influential result is the addition of a personality that builds that value. The need for reliable human resources is very much needed as a result of implementing the system implemented.
3. **Implementation.**
   The results of the study show that the application of new things does not necessarily produce good grades, existing and good implementation is maintained in a system to be part of the process that builds the quality of learning itself.
4. **Supervision.**
   The results of the system supervision become part of the system development, where the development of the supervision will also develop. The need for techniques that are the result of supervision is that the management and implementation of supervision itself must be built with a special structure in developing teacher creativity in improving the quality of mathematics learning.

Research Discussion

The basic formula in developing the value of teacher creativity in building the unit value of the mathematics learning process as the mother of science determines the basic form of improving the quality of mathematics learning itself. Awareness of the value of understanding mathematics learning determines the success of building knowledge and knowledge developed in the school/madrasah environment. The results of the study show that the scope of projected mathematics learning itself has not been built in an integrated manner.

The basis for developing the value of learning mathematics as the basic foundation built on understanding Mathematics is the Mother of Science. The background of the problem that is most important and built into the students' basic thinking is determined by the fear of learning mathematics in a fundamental implementation process. The results showed that the value of developing the form of learning itself that was built after being examined from the results of the study revealed that understanding the form of mathematics itself has become ingrained into a difficult subject. This is stated from the results of research that suggests the value of understanding the form of implementation of the development of understanding the value itself has been built since the learning process at the previous education level.

Understanding the value built from the previous research process. The implementation of improving the quality of learning prioritizes the mechanisms and methods of the process in the form of teaching and learning interactions. This component was developed with various creative value developments with a pattern of approaches both interactively and proactively. Another scope of research results show that the scope of understanding mathematics itself is built in a focus on the field of study that is built in it.

In understanding the value of learning itself in a broad theory, it shows that learning is a form of developing the value of individuals in building knowledge and knowledge in it. In the development of the value of knowledge itself, values are built where the basic concept of understanding the value of knowledge is built fundamentally on understanding psychologically determined based on the values of Experience, Deductive Reasoning, Inductive Reasoning, Scientific Understanding, and Autonomy.

This basic step itself becomes an important part where individual knowledge becomes the basis for development to build knowledge for the individual himself. Understanding the value that is built from the results of the study shows that in the implementation of mathematics learning, fundamentally the implementation of education is built by creating an understanding of love for the field of study itself. However, the difficulties that have been built up from the previous educational process have been very inherent. This is also a challenge in itself in providing understanding and understanding that builds students' thinking about the value of mathematics as the mother of science.

The step of developing the value of the process in the implementation of education itself is the development of the value of a very complex form of learning implementation. Various fields of study that are built on the basis of the mathematical understanding presented in the results of the research are taken in the form of balancing the value of the learning process of knowledge related to Physics, Chemistry, Biology as the main factor where the dominant mathematics becomes the basis for the implementation of the technique.

Fundamental understanding based on the principle of reality formed a narrow understanding in describing mathematics learning itself. This is evident where the achievement of the value of the application of the form of education itself between the field of mathematics studies and other fields of study does not support each other. Philosophical control of the built reality shows that the direction of education itself is interactively built in substance per subject in the field of study. The relationship of knowledge in the field of study he is studying is not built on an understanding basis to strengthen the learning of other fields

of study. The result of this research is that the implementation of the basic understanding of mathematics for vector learning in the field of physics is carried out in class X, while the value of understanding in the field of mathematics is taught in class XII.

The basic reason underlying the process has been stated in the form of implementation which is implemented in a determined manner, another understanding is that the amount of time wasted is due to having to provide basic mathematical material, indicating that the barriers to learning physics itself are built on the basis of an unbalanced mathematical understanding of the material. Other understandings are felt by teachers in other fields of study. In determining the value in the form of implementation, each provides input that the support for mathematics learning becomes the basis of the knowledge that is built in the field of study.

The close relationship of learning shows the substantive parts separately. Creativity in understanding the form of learning itself is built in the school environment. The teacher's creativity that is developed does not touch the form of learning that is the core competence and basic competence that is determined. Understanding the core values that are built in competence shows the embodiment of the attitude of learning outcomes in beliefs, affective, cognitive and psychomotor. In its implementation, it is still carried out in a separate and not integrated application concept. The results of other studies that support the observation, it turns out that the demands of understanding the value of mathematics in supporting other sciences are also stated, that the relationship of each subject has a real relationship that can show the phenomenon that is currently developing into knowledge and science. This value of creativity needs to be built and developed.

Mathematics is not a mechanism that is built linearly, on the contrary, understanding the value of learning mathematics is fundamental to all fields of science. Whether we realize it or not, all fields of study that are developed in the world of education are fundamental relationships in building their own principles of learning mathematics. The absence of communication and coordination related to the implementation of learning that is built in the school environment itself makes the basic part of understanding values developed based on the application of each field of study only. This condition shows that creativity that is built by itself is only developed in one discipline and does not develop other disciplines.

The educational environment, especially schools, must be a place to build knowledge and create knowledge. This value is fundamentally an important part in showing that quality schools do not only deliver graduates to continue to the higher education level but are ready to enter the community with their knowledge and knowledge to solve phenomena and problems that occur.

The learning mechanism and process itself must be integrated; A basic understanding of creativity requires a budget to be not absolute. Understanding the value of quality improvement must be accompanied by changes in operational values to become non-basic. Creativity with the development of basic learning patterns can be built and made effective in accordance with the goals and achievements of the school that has been determined. The value of learning that is in the same direction, supports each other, strengthens, builds knowledge and makes science for the environment becomes the basic value that school is a house of knowledge and builds knowledge.

The optimization of this value development base is built in a structured manner. This means that an integrated school organization must show the basis for implementing techniques that are directed at building an understanding of the value of learning so that it can build and change views on the notion of difficulties related to learning. The teacher's input from the results of research in the field of mathematics studies shows that "Students' fear of Mathematics is carried over from their previous education." With this affirmation, understanding the value of difficult mathematics lessons has been embedded in the learning

culture since the elementary and junior secondary levels. Anticipating the development of the value of understanding by building a love for the field of study was not entirely successful.

Another research result was shown by the Physics teacher, who stated that the learning of vectors in physics class X had not been understood in terms of understanding the mathematics learning carried out in class XII. This relationship builds the creativity of the Physics teacher to describe the form of understanding mathematics itself in the application of the learning process carried out with the consequence that time and the implementation of learning itself becomes hampered. This input clearly shows that an integrated system in building teacher creativity is highly expected by all parties. How to build a value system that is the basis for implementing learning to improve the quality of understanding mathematics as the mother of science.

The demands of the world of education today require creativity, innovation, productivity and results. This is related to the rapid development and challenges of the 21st century today and in the future. Teacher creativity is built to create effective, precise, careful and accurate learning values. Building the value of developing knowledge by stimulus and constructivism in understanding and developing individual knowledge so as to achieve the value of in-depth understanding of science. Creativity that is built in a basic understanding begins with 1) Experience; 2) imitate; 3) Evaluate; 4) Reconstructing; 5) Implement. Based on the understanding of the value of Mathematics as the mother of Science, it is appropriate for a Mathematics Teacher with experience, develop the value of applying mathematics built by other disciplines of study as real examples that exist in the school and community environment. The evaluation is built with an understanding of the value approach, whether the form of implementation that it builds itself can support the development of the value of knowledge into knowledge or vice versa to be out of shape in terms of goals and achievements by definition of education as stipulated in Law No. 20 of 2003. Reconstruct means that in every learning implementation, take examples. examples that are studied in the environment as real phenomena that become problems that can be solved by mathematics subjects.

An important step is needed in building teacher creativity, within the scope of developing and improving the quality of learning mathematics requires very basic cooperation between teachers in the field of study. The results of the research itself have not shown the value of developing a system that seeks to provide continuous and sustainable learning in an effort to establish quality education.

Management of Teacher Creativity in Improving the Quality of Mathematics Learning is basically to build understanding of knowledge, skills and skills in human life itself as an active and proactive resource and ready to face all forms of changes and developments that occur. This background is fundamentally a part of developing the value of the research to be addressed. Theoretically, through basic observations of theological understanding, it is stated that the balance of values is the most important part where the unit of process and implementation that is built in it builds values and a value system that is the basis for determining to provide benefits to the whole world.

Conclusion

Mathematics as the mother of science shows the scope of learning in the same direction as other subjects, so that the placement of creativity management in it is built in an integrated manner to create a value system in building a balanced learning process that is directed and measurable in line with implementation and can build effectiveness and efficiency in building knowledge and knowledge. knowledge of both students and teachers within the scope of peers, groups and the environment as well as society. In its implementation, support for learning mathematics provides value for increasing the form of learning from the process of

teaching and learning activities in schools that are carried out by teachers for their students, this creates the value of creativity for individuals within the scope of the school. Supported by management principles,

It is built on the basis of a basic scientific study process from the results of observations, documentation and interviews showing that the determination of the value of learning and learning in schools is related to mathematics in the concept of learning through an assessment unit based on cognitive, affective and psychomotor that has been set for the basis of the process of improving the learning process. teacher management is very much needed, for that Bloom's taxonomy is strongly demonstrated through the basic aspects of policy, operations and autonomy as an effort to improve Teacher Creativity Management in Improving the Quality of Mathematics Learning that can be implemented.

In this case, understanding the value of conclusions in research related to Management of Teacher Creativity in Improving the Quality of Mathematics Learning in its development by building the value of understanding Bealive, Operational, Leadership as a whole Management of Teacher Creativity in Improving the Quality of Mathematics Learning is built on the basis of understanding Cognitive, Affective and Psychomotor values so that the implementation of mathematical values can be built.

REFERENCE

Book

Brown, JR (2008) Philosophy Of Mathematics: A Contemporary Introduction to the World of Proofs and Pictures". by Routledge Second edition © 2008 Taylor & Francis. ISBN 978-0-203-93296-4

ILO (2012) Handbook of good human resource practices in the teaching profession. Copyright © International Labor Organization 2012 First edition 2012 ISBN 978-92-2-126262-6 (Web pdf)

Kerr. B. (2009) Encyclopedia of Giftedness, Creativity, and Talent , Library of Congress Cataloging-in-Publication Data, by SAGE Publications, Inc. Copyright © 2009 978- ISBN 1-4129-4971-2

Marccllo D' A (2016) The Philosophy Of Mathematical Information published In the Routledge Handbook of Philosophy of Information (2016), pp.~164-179.

Moleong, LJ (2006). Qualitative Research Methodology, PT. Rosdakarya Youth. Bandung.

Nasution, Nur (2004). Integrated Quality Management, Total Quality Management. Jakarta: Rosida

Nasution, S. (1988). Qualitative Naturalistic Research Methods. Bandung: Tarsito

Partiningsih (2018) Teacher Professionalism Training and Development at MAN. Raden Intan State Islamic University Lampung 2018

Sallis, E, (2012). Total Quality Management in Education: Education Quality Management. Yogyakarta: IRCISOD

Sanusi, A. (2015). Value System, Alternative Faces of Education. Bandung: Scholarly Feel

Sanusi, A. (2016). Education For Wisdom Reconsiders Values, Learning and Intelligence Systems. Bandung: Scholarly nuances.

Sugiyono. (2008). Educational Research Methods Quantitative, Qualitative, and R&D Approaches. Bandung : Alphabeta.

Terry George R. (2004). Management Principles (Indonesian edition) Jakarta : Earth Literacy.

Yamin and Maisah. (2009). Tactics to Develop Students' Individual Ability. Jakarta: Echoes Persada Press

Journal

Alter, F. Hays, T. & O'Hara, R. 2009) Creative Arts Teaching and Practice: Critical Reflections of Primary School Teachers in Australia International Journal of Education & the Arts Volume 10 Number 9 March 16, 2009 ISSN 1529-8094

Arif M. (2018) Improving the Competence of Educators and Professionals for Ibdidaiyah Madrasah Class teachers. Suna Ampel State Islamic University 2018

Maulana H. (2019) The Role of Principals in Improving the Quality of Teacher Performance. Muhammadiyah University of Surakarta 2019

Piirlo, J (2011) Creativity for 21st Century Skills: How to Embed Creativity into the Curriculum. Ashland University, Ohio, USA Published by: Sense Publishers ISBN: 978-94-6091-463-8

Saputra, R. (2006). Basic Writing Skills. Jakarta. open University

Regulation

Law No. 20 of 2003 concerning the National Education System. Jakarta: Sinar

Permendiknas No. 41 of 2007 concerning Process Standards for Primary and Secondary Education Units.

RI Law No. 3 of 2005 concerning the National Sports System. Ministry. State of Youth and Sports of the Republic of Indonesia.

.