

CHAPTER I

INTRODUCTION

This chapter covers background of the study, problem identification, limitation of the problem, research questions, research objectives, and research significance.

1.1 Research Background

Learning activities are ones in which students really learn something. When creating learning activities, it is important to consider how students process new information, gain new abilities, or create a new way of thinking. Learning activities are defined as various activities which involved a delivery process of knowledge from teacher into a development process from students' learning skill, such as problem-solving. As learning activities is a crucial component in teaching and learning process, the teacher must think of several components to consider in learning activities to achieve the learning objectives (Wasserman et al., 2009). In relation to this, Permendikbud Number 22 Year 2016 revealed that 21st century skill must be inserted in teaching and learning activities, and it emphasized to create interactive, fun, creative, challenging, inspiring and student's centred teaching and learning activities. Higher order thinking skills (HOTS) and creativity are two skills mentioned as fundamental skills included in 21st century skill especially in teaching and learning activities (Cumming, 2017; Syafryadin et al., 2021). HOTS are described as the situation when someone uses new information and information stored in memory to connect and expand this information in order to achieve a goal or find a probable answer in a perplexing

scenario. HOTS can be used to accomplish a number of objectives. It is considered to be able to enhance ability of students for preparing the students to be ready to deal with challenging and expanding era and they are able to adapt in social life. It is one of the reason that makes HOTS is highly required to be developed (Chetty, 2015; Ramadhan, S Mardapi et al., 2019). Higher Order Thinking Skills (HOTS), which are recommended in the Curriculum 2013 and are closely tied to the 6Cs, are also required to be used by teachers. Teachers can use Bloom's Taxonomy's Cognitive levels of Applying, Analyzing, Evaluating, and Creating to help students develop these skills (Anugerahwati, 2019). Meanwhile, creativity is defined as the capacity to come up with novel, unexpected, and useful ideas, or objects (Boden, 2003; Brookhart, 2010; Cumming, 2017; Robinson, 2016). To set a creative learning and teaching activities, the first thing needed is a creative teacher. A creative teacher is one that inspires students to take calculated chances and put themselves in unexpected circumstances while reinforcing creative practices (Morais & Azevedo, 2011).

A creative teacher will create creative practices which build creative classroom for students. The creative teacher must be able to create creative learning activities that can attract students' involvement. Thereby, HOTS or critical thinking skill is not the only skill required, however, another skill such as creativity which becomes a skill required in 21st century is also important to be developed and possessed by both students and teachers. In addition, creativity mentioned in 21st century is expected to be implemented in education especially in learning subjects, for instance English subject. English is a subject which is taught

as foreign language in Indonesia which is mostly considered as a hard subject to learn. Besides, students feel less enthusiastic because the learning activities conducted by the teacher is not creative which tend to create a boring classroom (Ayu & Maili, 2017). Moreover, resistance and challenges are common when introducing innovations into educational settings. Another influential obstacle is some teachers' conservative educational philosophy, which includes traditional attitudes and ideas about teaching and learning. This ideology informs the teacher-centered instructional methods used by these teachers, which do not encourage critical thinking in learning activities. These teachers' classes are typically rigidly regulated, with minimal possibilities for providing independent learning or inquiry-based learning (Saleh, 2019). On the other hand, in developing and designing learning activities which attracts students' attention, the creativity of teacher is highly required (Artini & Padmadewi, 2021; Atmojo & Nugroho, 2020). Thereby, creative learning activities are highly required to create interesting and fun classroom as well as to create students with higher order thinking skill.

Moreover, in relation to the importance of HOTS and creativity included in learning activities, previous studies found that some teachers were lack of knowledge about HOTS and not all the teachers understand the concept of HOTS and critical thinking well (Retnawati et al., 2018; Saleh, 2019) as a result, its implementation in learning activities was considered low (Turidho et al., 2019). Saleh (2019) also added that lack of sufficient time, hard to measure, lack of effective communication, lack of problem-solving skills and lack of facilities to

aid for implementing learning activities which promote critical thinking in language classroom are becoming some challenges that teacher faced during implementation of critical thinking that relates to HOTS in EFL classroom. Not only that, Artini and Padmadewi (2021) also mentioned that it was hard to find teacher's teaching creativity in Indonesian context, even though some teachers understand about the concept of teaching creativity, there are not many implementations of teaching creativity conducted as a clear standard of creativity is not provided in classroom. Besides, previous studies which focused on both investigating the insertion of HOTS and creativity in learning activities of Senior High School during online learning were not found much in EFL context especially in Bali, meanwhile most of the studies about insertion of HOTS and creativity are conducted separately. In addition, learning activities conducted during online learning were not focused and emphasized much from previous studies. Some studies which proposed that the importance of HOTS (Asari et al., 2019; Retnawati et al., 2018) and creativity in teaching and learning activities (Artini & Padmadewi, 2021) should be included in learning activities in fostering a positive learning environment and these are important in giving many ideas to teacher to insert both the criteria of HOTS and creativity into the teaching and learning practices.

The current Covid-19 pandemic has forced educational institutions such as schools, colleges, and universities to close; as a result, educators now have only one option: to travel and deal with teaching and learning online (Dhawan, 2020). This situation becomes a big challenge for the teachers to conduct the learning

and teaching process in synchronous and asynchronous online learning, especially for creating creative activities and insertion of higher order thinking skills (HOTS) in the online class. As the class is conducted through online, it is not an easy job to handle since many challenges occur in the implementation of online learning, such as technological which covers limited internet access, different economic condition (Atmojo & Nugroho, 2020; Ferri et al., 2020; Simamora, 2020), pedagogical covers capability of digital skill, less ability experienced by teachers on social and cognitive presence (keep a good and continuing communication in the community) and social challenge which is related to some issues of interaction and communication happen with teachers, students and parents (Feri et al., 2020).

As HOTS and creativity are emphasized in curriculum and becoming part of 21st century skills and the implementation of both of them are not found much in Indonesia, especially in Bali (Artini & Padmadewi, 2021; Mustafa et al., 2021; Septiana, 2020; Turidho et al., 2019) and the context is adjusted to adapt to the remote learning applied during pandemic situation, therefore, this study focuses on investigating the insertion of HOTS and creativity in learning activities created by English teachers in senior high schools in one of the regencies in Bali which is Gianyar in synchronous and asynchronous online learning. Gianyar is one of many regencies in Bali which is popular as art centre in Bali. As one of three richest of the regencies in Bali, Gianyar also has had a problem of internet issues (data) in the beginning of online learning conducted. Besides, Head of Education in claimed that online learning is not effective compared to offline learning

because it is only able to observe more on students' character education rather than more aspects which should be (Tribun-Bali, 2020). Furthermore, based on the preliminary observation, even though some schools have decided to do face to face meeting (*pertemuan tatap muka*) when the government has allowed some schools to be opened, some school in Gianyar still conduct online learning during transition process while waiting for following detail information from Disdikpora Bali. Hence, this study is focused on analysing the process of online learning conducted in Gianyar regency and the challenges faces by the teachers during online learning. Moreover, it will find out as well the way of creativity and HOTS ideas are conformed in learning activities during online learning as insertion of creativity and HOTS were not implemented a lot during online learning as previous studies also mentioned that most of challenges faced by EFL teachers to deal with the emergence of 21st skills were lack of insertion of HOTS and creativity in learning activities. Therefore, as online learning with many challenges still conducted in the school, an investigation of how HOTS and creativity implemented in learning activities which mentioned as two fundamental parts in 21st century learning emphasized in learning to become the focus of this study.

1.2 Problem Identification

It is highly required that learning activities must include several important points in 21st century skills which covers learning and innovations skill or 6C skills, including Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking. Teachers are expected to include learning and innovation

skills in their teaching to conduct teaching and learning based on 21st skills. Based on the previous research, creativity and HOTS were required to be exposed more as the implementation of both were considered low in Indonesian context especially in English lesson. Besides, the insertion of HOTS and creativity in learning activities are required to be included in order to develop students' creativity and critical thinking which are important to face to real life challenge. However, pandemic situation carries a new situation to teachers that asks them to conduct online teaching and learning process and this situation emerges synchronous and asynchronous teaching and learning process. Then, the teachers must adapt quickly to the situation and keep including skills required in 21st century skill especially in the learning activities implemented by them both for synchronous and asynchronous teaching and learning process. It also becomes some challenges and problem to teachers in adapting to this situation.

The teacher might find difficulties and have limitation for conducting synchronous and asynchronous teaching. In addition, there might be some challenges and problems in creating learning activities which conform creativity and higher order thinking skill (HOTS) included in the lesson plan in the teaching and learning process. Other than that, there were not much previous studies conducting and focusing on the implementation of HOTS and creativity during online learning. Most of previous studies investigated the implementation of HOTS and creativity separately. Hence, the research on HOTS and creativity was conducted to investigate both the insertion of HOTS and creativity in learning activities to cope with 21st century skills in education.

1.3 Limitation of the Problem

The study was limited to the learning activities implemented by an English teacher of SMA PGRI Blahbatuh in Gianyar regency during synchronous and asynchronous online learning. In addition, the investigation also includes the criteria of higher order thinking skills (HOTS) and creativity in learning activities and the problems experienced by the English teacher in implementing the learning activities which conform HOTS and creativity criteria during teaching and learning process.

1.4 Research Questions

1. What learning activities implemented by English teachers in a senior high school in Gianyar Regency in online learning?
 - 1.1 What learning activities implemented in synchronous online learning?
 - 1.2 What learning activities implemented in asynchronous online learning?
2. How do the activities conform to the criteria of teaching creativity?
3. How do the activities conform to the criteria of Higher Order Thinking Skills (HOTS)?
4. What are the teachers' problems in implementing activities that conform to the criteria of creativity and Higher Order Thinking Skills?

1.5 Research Objectives

Based on the research questions, the objectives of this research are:

1. Identify the learning activities implemented by English teacher in a senior high school in Gianyar Regency in online learning

2. Identify the learning activities created by English teachers in a senior high school in Gianyar Regency in synchronous and asynchronous online learning
3. Describe how the teaching activities conform the criteria of the teaching creativity
4. Describe how the teaching activities conform the criteria of higher order thinking skills
5. Investigate the problems encountered by the English teachers in creating online teaching activities which conform the criteria of creativity and higher order thinking skills

1.6 Research Significance

In relation to the research problem and research objectives, this study will have a significance in teaching and learning based on 21st century skill which presented as follows:

Theoretical Significance

The results of this study are expected to be able to enrich other theoretical reviews relating to investigation on online learning activities in synchronous and asynchronous online learning. It is expected also to give a contribution in English as Foreign Language (EFL) pedagogy conducted through online teaching and learning.

Practical Significance

a. For Students

In terms of practical study, the result of this study is expected to be able to help the students to recognize and understand the objective of the activities

conducted during teaching and learning process. In addition, it is expected as well that the students know the importance of insertion of creativity and higher order thinking skill in learning process.

b. For Teachers

This investigation as the result of this study is expected to be beneficial for teachers as their views, guidelines and references to be applied in creating an effective learning activity which conform creativity and higher order thinking skill. Moreover, teachers can improve their ability in creating learning activities which is based on some criteria in 21st century skill.

c. For School

The result of this study aims to give the contribution to school especially for senior high school and other researchers generally. The result of this study can be an idea for developing professional training as improvement for school.

1.7 Definition of Key Terms

1.7.1 Conceptual Definition

1. Learning Activities

Learning activities are defined as a set of assignments and practices given to students in relation to respond the curriculum content and also achieve the learning objectives (Jere Brophy, 2001). According to *Permendikbud No 22 Tahun 2016*, learning and teaching activities are classified based on three segmentations of teaching, namely pre-activities, whilst activities and post activities. The involvement of

technology, teacher's strategy and media of learning are needed in implementing meaningful learning activities.

2. Online Learning

Online learning refers to a set of learning activities that are given over the internet and include access and knowledge sharing and it refers to how technology used in the teaching and learning process (Atmojo & Nugroho, 2020). Online learning covers two online learning modes, such as asynchronous online learning which accesses online learning at any time yet it is not online at the same time and synchronous online learning which facilitates the learning during online in real time (Khotimah, 2020; Perveen, 2016). Online blended learning is one of types of online learning, it is combining both synchronous and asynchronous online learning modes (Fadde & Vu, 2014).

3. Creativity

Creativity refers to the ability which relates to innovation and apply new ideas to face complicated and interesting problem, a reflection of students' work and the use of imagination (Robinson, 2016). Teaching creativity is a process that entails creating and arranging lessons in order to assist students improve their thinking skills, particularly their creative thinking skills. When it comes to teaching creativity, teachers must be able

to design lessons, learning activities, and assessments that maximize students' inventiveness (Palaniappan, 2009).

4. Higher Order Thinking Skills

In analysis, evaluation, and creation, higher-order thinking, which characterizes critical thinking, is essential (Anderson et al., 2001; Marzano & Kendall, 2008) and it becomes an important component in teaching and learning process (Tanujaya et al., 2017).

1.7.2 Operational Definition

1. Learning Activities

It includes learning and teaching activities implemented by EFL teacher of SMA PGRI Blahbatuh in accomplishing goal of learning, which its implementation covers synchronous and asynchronous online learning modes. The activities are designed based on *Permendikbud No 22 Tahun 2016*.

2. Online learning

It involves a set of activities of teaching and learning conducted in SMA PGRI Blahbatuh both synchronous and asynchronous online learning modes to adapt to pandemic situation.

3. Creativity

It refers to the insertion of several criteria of creativity including using imagination, a reflection of students' work and innovation or coming up with new ideas to the learning activities implemented by EFL teacher of SMA PGRI Blahbatuh.

4. Higher Order Thinking Skills

It involves the insertion of three upper level of thinking skill, namely analysing, evaluating and creating level in learning activities implemented by EFL teacher in SMA PGRI Blahbatuh.

