

**EFL TEACHER'S ONLINE LEARNING ACTIVITIES: AN  
ANALYSIS OF TEACHERS' CREATIVITY AND  
INSERTION OF HIGHER-ORDER THINKING SKILLS IN  
SMA N 1 KUTA SELATAN**

**THESIS**



**GANESHA UNIVERSITY OF EDUCATION**

**POSTGRADUATE PROGRAM**

**LANGUAGE EDUCATION**

**January 2022**



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**THESIS**

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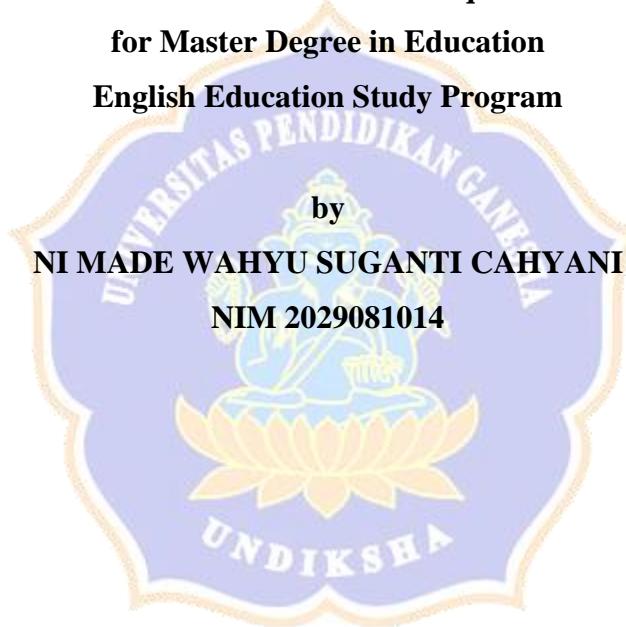
**for Master Degree in Education**

**English Education Study Program**

**by**

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**GANESHA UNIVERSITY OF EDUCATION**

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This thesis by Ni Made Wahyu Suganti Cahyani has been successfully defended in front of the Board of Examiners and accepted as partial fulfillment of the requirements for the degree of Master in Education in English Education, Post Graduate Study Program, Ganesha University of Education.

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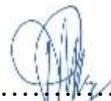
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## STATEMENT LETTER

I hereby honestly state that this Post Graduate Thesis in Education that is written as a partial requirement for the degree of Master in Education is my work. All the information contained in this thesis which is derived from the work of others had been given an award by citing the name of the source authors correctly according to the academic norms, rules, and ethics.

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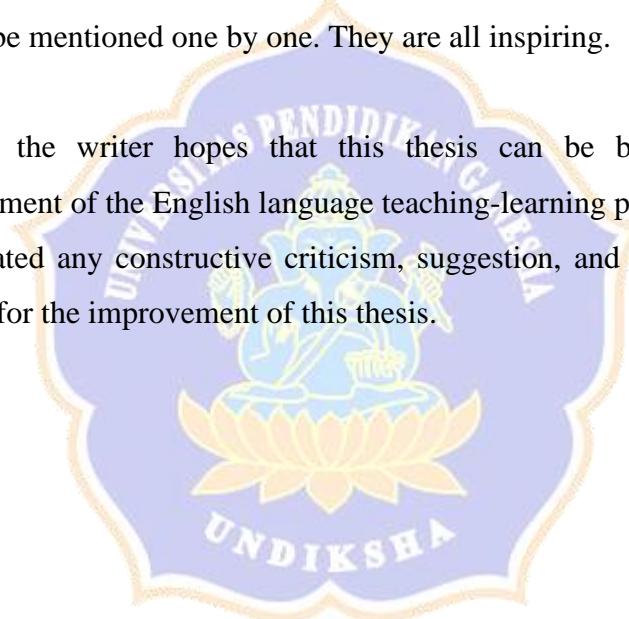
Om Swastyastu, Om Awighnam Astu Namo Sidham

All praise is to Almighty God, Ida Sang Hyang Widhi Wasa, because of His blessing, this post-graduate thesis entitled “EFL Teacher’s Online Learning Activities: An Analysis of Teachers’ Creativity and Insertion of Higher-Order Thinking Skills in Senior High Schools in SMA N 1 Kuta Selatan” can be finished on time. During the writing of the thesis, much assistance and valuable support, guidance, and suggestions have been received abundantly, without which the writing of this post-graduate thesis would never be possibly completed. Therefore, the writer’s appreciation is humbly expressed to

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## ABSTRACT

Cahyani, N.M.W.S. (2022). *EFL Teacher's Online Learning Activities: An Analysis of Teachers' Creativity and Insertion of Higher-Order Thinking Skills in Senior High Schools in SMA N 1 Kuta Selatan*. Thesis, English Language Education, Post-graduate Study Program, Ganesha University of Education

This thesis has been supervised and approved by Supervisor I: Prof. Dra. Luh Putu Artini, MA., Ph.D. and Supervisor II: Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.

*Keywords:* creativity, EFL, HOTS, learning activities, online learning

This study aimed at investigating: a) the learning activities implemented by an EFL teacher in both synchronous and asynchronous modes; b) the conformation of online learning activities implemented by the EFL teacher to the creativity criteria, c) the conformation of online learning activities implemented by the EFL teacher to the HOTS criteria, and d) the challenges faced in implementing the learning activities conformed to the creativity and HOTS criteria. This qualitative research used Miles et al (2014) research design by involving an English teacher of SMA Negeri 1 Kuta Selatan as the subject. The analysis used learning activities segmentations from Permendikbud No 22 (2016) linked to the use of online learning, Creativity theory by Robinson (2016), and HOTS by Anderson and Krathwol (2001). The data were collected by conducting online classroom observation and interviews. The result of the study revealed that a) asynchronous learning was always conducted during the online learning in SMA N 1 Kuta Selatan and Google Classroom was the only learning platform applied b) the segmentations observed were pre-and whilst-activities only with the insertion of creativity in the form of the innovation, self-reflection, and imagination, c) the online learning activities conformed the C4 (analysis), C5 (evaluate), and C6 (create) of HOTS criteria, and d) the challenges faced during the implementation of online learning activities namely (1) internet connection and signal, (2) teacher's readiness, and (3) the difficulties to design online creativity and HOTS learning activities due to students' level and surface learning. Therefore, it can be concluded that during online learning the use of learning activities segmentations was not completely inserted by creative and HOTS activities. This implies that teachers should be more prepared in designing the online learning activities by considering the proportion of synchronous and asynchronous learning within creative and HOTS criteria.

## ABSTRAK

Cahyani, N.M.W.S. (2022). *EFL Teacher's Online Learning Activities: An Analysis of Teachers' Creativity and Insertion of Higher-Order Thinking Skills in Senior High Schools in SMA N 1 Kuta Selatan*. Tesis, Pendidikan Bahasa Inggris. Program Studi Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini telah disetujui dan diperiksa oleh Pembimbing I: Prof. Dra. Luh Putu Artini, MA., Ph.D. dan Pembimbing II: Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.

*Kata-kata kunci:* Kreativitas, *EFL*, *HOTS*, aktivitas pembelajaran, pembelajaran daring

Penelitian ini bertujuan untuk menginvestigasi: a) aktivitas pembelajaran yang dilaksanakan oleh guru Bahasa Inggris *EFL* dalam konteks sinkronus dan asinkronus mode, b) kecocokan aktivitas pembelajaran daring dengan kriteria kreativitas dalam konteks *EFL*, c) kecocokan aktivitas pembelajaran daring dengan kriteria keterampilan berpikir tingkat tinggi dalam konteks *EFL*, dan d) tantangan yang dihadapi guru dalam mengimplementasikan aktivitas pembelajaran yang melibatkan kreativitas dan keterampilan berpikir tingkat tinggi. Penelitian kualitatif ini menggunakan desain penelitian oleh Miles dkk (2014) dengan melibatkan satu orang guru Bahasa Inggris *EFL* di SMA N 1 Kuta Selatan sebagai subjek penelitian. Analisis data menggunakan teori aktivitas pembelajaran yang tercantum dalam Permendikbud No 22 Tahun 2016 tentang segmentasi pembelajaran yang kemudian dikaitkan dengan pembelajaran daring, teori kreativitas oleh Robinson (2016), dan keterampilan berpikir tingkat tinggi oleh Anderson dan Krathwohl (2001). Hasil penelitian menunjukkan bahwa a) Guru Bahasa Inggris *EFL* di SMA N 1 Kuta Selatan hanya menggunakan pembelajaran mode asinkronus, b) segmentasi yang diobservasi adalah pre-aktivitas dan pembelajaran inti yang hanya dengan penyematan kreativitas dalam bentuk inovasi, refleksi diri, dan imajinasi, c) aktivitas pembelajaran daring hanya menerapkan keterampilan berpikir tingkat tinggi pada ranah analisis, evaluasi, dan mencipta, dan d) tantangan yang dihadapi oleh guru selama implementasi aktivitas pembelajaran daring yaitu (1) koneksi internet dan sinyal, (2) kesiapan guru dalam merencanakan pembelajaran, dan (3) kesulitan dalam mendesain aktivitas daring yang kreatif dan berstandar *HOTS*. Dengan demikian, dapat disimpulkan bahwa penggunaan segmentation dalam pembelajaran daring tidak sepenuhnya kreatif dan *HOTS*. Implikasi dari penelitian ini adalah guru dapat lebih mempersiapkan aktivitas pembelajaran daring baik itu pembelajaran sinkronus atau asinkronus dengan kriteria kreativitas dan *HOTS* dalam *EFL* konteks.

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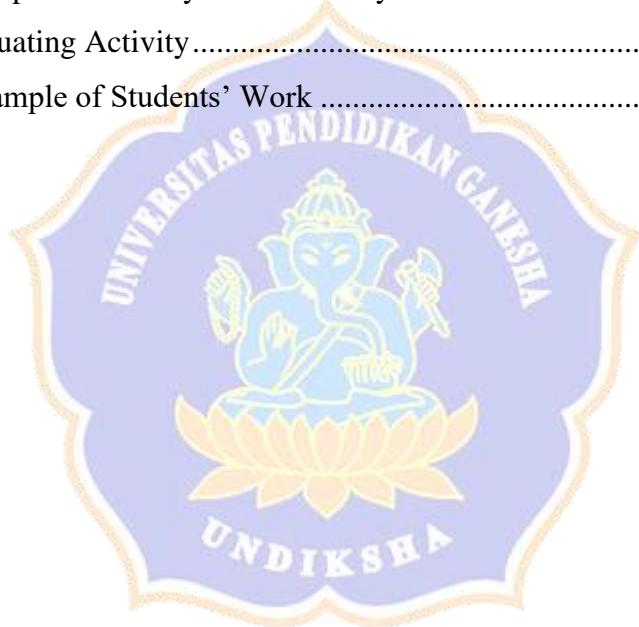
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