

CHAPTER 1

INTRODUCTION

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

1.1 Background of the Study

Teaching deals with the teacher's strategy to engage and share learning experiences with the students. Creativity in teaching utilizes teachers' creativity and strategies used to conduct lessons and trigger students' creativity (Cayirdag, 2017; Jónsdóttir, 2017; Khodabakhshzadeh et al., 2018). It is a reconstruction of new ideas by putting effort into them, so then meaningful learning can be achieved (Aldujayn & Alsubhi, 2020). The existing knowledge is presented in new learning substances for the students (Khodabakhshzadeh et al., 2018). It has been understood that possessing creativity constructs teaching effectiveness in the classroom as well (Arifani & Suryanti, 2019). That effective teaching can be seen through the learning outcome; the ability of students to think critically and solve problems creatively (Arifani & Suryanti, 2019; Du et al., 2019). They were also engaged in the lesson through the efforts from teachers to insert the creativity in (Du et.al., 2019). As classroom activities are designed and implemented by teachers for students in the classroom, it is inevitable to be creative as teachers.

According to Calavia et al., (2021), creativity is inserted into the curriculum. However, in its implementation, it still needs evaluation. It is suggested to switch traditional learning into blended learning and have the teachers remain creative in planning learning strategies (Calavia et al., 2021; Cayirdag, 2017) particularly to relate creativity and learning in the 21st century. Thus, embedded technology through the blended teaching and learning process is a suggested teaching strategy. Technology benefits both students and teachers as beyond tools for learning, however, technology eases the students' access to the learning materials (Amiti, 2020; Santos & Castro, 2021). Reflecting on what is happening to the world and

technology emergence, teaching using technology is applicable and accessible as transformative learning (Paratore et al., 2016; Santos & Castro, 2021; Tathahira, 2020). Specifically, the use of the technology is blended with clear instruction, teachers' roles, proper evaluation, and there is an outcome as achievements in learning (Paratore et al., 2016). Those all are required to create effective teaching by teachers by personalizing the learning and cooperative engagements in both synchronous and asynchronous online learning modes (Akbarov, 2018; Fandiño & Velandia, 2020; Mumford & Dikilitaş, 2020; Rasmitadila et al., 2020).

In the teaching and learning process in the Indonesian context, effective teaching is required. It was stated in conducting a lesson, the learning has to be interactive, inspiring, fun, challenging, self-motivated with adequate opportunity to create, being creative, and independent (Permendikbud No. 22, 2016). Curriculum 2013 has demanded the development of Higher Order Thinking Skills (HOTS) to be taught to the students and they are expected to possess the skills to face real-world problems (Widiawati et al., 2018). Considering future career and life prospects, learning English is demanded as English is spoken by most people around the world (Putra, 2020; Rus, 2020). In its classroom teaching, English is a foreign language for non-native speakers' countries; including Indonesia, creative ways to teach the students remain a matter of critical thinking itself (Aldujayn & Alsubhi, 2020; Rus, 2020). Higher Order Thinking Skills lead students' ability to connect their knowledge and relate it to the real world's issue as means of knowledge transfer is prioritized (Baguma et al., 2019). To think critically means to be able to show learning through creativity that can lead the Indonesian generation to be creative problem solvers. In this case, technology involvement assists language teaching especially in the current Indonesian learning circumstances as higher order thinking and creativity can be employed (Baguma et al., 2019; Ammade et al., 2018; Katemba, 2020). Hence, this has brought the concept of Technological Pedagogical Content Knowledge (TPACK) to the area of language teaching as the knowledge of teaching and greater ideas in content-based materials were not enough (Yıldız, 2017).

Currently, technology is inevitably involved. The learning has switched from face-to-face learning with less involvement of the technology, turned into online

learning with the use of Learning Management System and project-based learning (Lie et al., 2020; Siron et al., 2020). About 5.3 million students in Indonesia experienced school closure due to the Covid-19 pandemic outbreak. This state of emergency in education has been responded to by the online learning policy by the Minister of Education and Culture of Republic Indonesia (Aditya, 2021; Lestari et al., 2021; Lie et al., 2020; Siron et al., 2020). It was said that face-to-face meetings onsite should be replaced by remote learning mode facilitated by online learning platforms. The policy was announced through circular No 3 on 9 March 2020 that regulates learning from home. The circular also includes the cancellation of a national examination, the learning topics and materials are focused on life skills, semester tests are conducted online, replaced to the card or other forms of assessment, new student enrollment must follow the covid-19 health protocols, and school funds of school operational assistance is allowed to manage these needs.

Even though the learning was online, the expectation of creativity and critical thinking was still demanded. Teachers needed to find the are four supportive alternatives taken by the teachers during Covid-19 Pandemic teaching (Tremmel et al., 2020). First is sustainable communication with parents. The second is to build an online learning community. The third is professional development training for teachers regularly and virtually. The fourth is to provide free internet to the students and teachers such as an internet data voucher. Ever since engagement is important. The Indonesian school has not been prepared for this ever since the digital divide is another issue to be considered (Lie et al., 2020). Moreover, the students feel isolated and uncomfortable, be less-discipline and lack the motivation to study, and online learning has a high cost both time and financial; managing time for the virtual meetings (synchronous) and asynchronous learning (Hermanto et al., 2021; Lestari et al., 2021). Extra work from teachers has been considered as support to feel engaged, be creative and think critically during learning; Synchronous, asynchronous, hybrid learning can be used which allow access to video conference and live interactions between students and teachers (Lestari et al., 2021; Tremmel et al., 2020). For instance, web-based applications used are Webex, Zoom, Screencast O-Matic, Google+, Hangouts, and CamStudio (Lestari et al., 2021).

The Curriculum used contained Permendikbud No. 20 (2016) about the standard competency of graduates has mentioned six main skills to develop in the learning process, namely creativity, productivity, critical thinking, independence, collaboration, and communication. Then, teachers take into consideration to deal with the planning and lesson. In addition, from the previous research, creativity and high order thinking skills are apart from one another. As that technology emerges and the needs of effective teaching to grow students with fluent English, to fulfill the Curriculum demand as national education standard is applied, it is needed to research teachers' learning activities in both creativity and high order thinking skills in the smaller scope of education such as a school in the regency.

Preliminary research has been conducted in a public senior high school with online learning in SMA N 1 Kuta Selatan. The school itself had more than 1000 students in the academic year 2021/2022. The preliminary result revealed that the students used *Google Classroom* and the teacher just sent tasks to the platform. An interview with students was also conducted and they said their English learning never had a virtual meeting. As Google Classroom accommodated English in all main topics and learning activities in SMA N 1 Kuta Selatan, investigation on students' engagement in online learning has been perceived.

Thus, this present study focused on the activities applied by senior high school English teachers in South of Kuta as one of the public schools in Badung regency in both synchronous and asynchronous online learning modes in terms of creative ideas and higher-order thinking skills taught. In a more specific way, the research will focus on learning activities designed by the English teacher and how the students' engaged as to how creativity and higher-order thinking skills are inserted.

1.2 Problem Identification

As technology takes an important role in the teaching and learning process, teaching strategies by the English teacher seem to need to be upgraded as well. Due to the challenges faced by the English teachers during this pandemic, the skills of critical thinking need to be exposed to build their creativity and critical ways of thinking. These causes of the identification of classroom activities are in need to be

investigated whether it is in line with the learning objective and the school demand. In the Indonesian curriculum, higher-order thinking skills are required to prepare students to raise solutions to real-world problems and think about newness and solutions for the problems. However, research on this creativity and HOTS in the classification of learning activities in synchronous and asynchronous learning mode haven't been done much yet, especially in Bali region. Therefore, to prepare the students to be critical in learning and growing with effective knowledge, research on creativity and HOTS is planned.

1.3 Limitation of the Problem

This current research is limited to the activities created by English teachers in a senior high school in Badung Regency in accommodating the employment of creativity and HOTS activities both in synchronous and asynchronous learning mode. It also discusses the problems faced by the teachers in creating learning activities that conform to creativity and higher-order thinking skills.

1.4 Research Questions

1. What learning activities are implemented by English teachers in senior high schools in Badung Regency in online learning?
 - 1.1 What learning activities are implemented in synchronous online learning?
 - 1.2 What learning activities are 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?
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 created by English teachers in a senior high school in Badung Regency in online learning both synchronous and asynchronous learning modes
2. Describe how the teaching activities conform to the criteria of the teaching creativity
3. Describe how the teaching activities conform to the criteria of higher-order thinking skills
4. Investigate the problems encountered by the English teachers in creating online teaching activities which conform to the criteria of creativity and higher-order thinking skills

1.6 Research Significance

1.6.1 Theoretical Significance

Theoretically, this research can be used as theoretical references for creativity and HOTS study in academic fields. It also supports the existence theory of Creativity by Robinson (2016) and HOTS by Revised Bloom's Taxonomy by Anderson & Krathwohl (2001).

1.6.2 Practical Significance

a. Students

This study can be used to help students in realizing the benefits of creativity and HOTS for their learning motivation and achievement.

b. Teachers

This study can be used to develop and increase teaching strategies and activities especially in online learning for better learning achievement. They are provided with insights and inspiration to develop learning-based critical thinking.

c. Other Researchers

This study can be used to give more insight into creativity and HOTS perception and develop research about this matter.