

CHAPTER I

INTRODUCTION

1.1 Research Background

Indonesia has changed its education system in order to keep up with the universal development occurring recently. The education curriculum in Indonesia has gone through many changes since 1947, and the last curriculum revision was the change from *KTSP* to *Kurikulum 2013* or *K13*. Since the first time *K13* had been applied in 2013, it had gone through many modifications and optimization with the aim of conducting an effective 21st century learning. The government's act of shifting the old curriculum to the current one in which it embodies the three essential aspects of 21st century learning such as students centred learning, the use of technology in teaching and learning process, and 4C skill is expected to strengthen Indonesia's education system as it is able to produce such exceptional output of students that can compete in this era of 21st century as stated by Lickona *et al.* (as cited in Temiz, 2019) that the 21st century is a very competitive and complex era. Therefore, those three characteristics of 21st century learning are required to be conducted during the teaching and learning process in order to expect an effective learning environment and outstanding output that suitable with the competitiveness and complexity of this era.

The employment of student-centred learning is one of the three characteristics of 21st learning. The change from *KTSP* to *K13* was embodied in the implementation of this education system as the teaching and learning process shifted from teacher-centred to student centred (Emaliana, 2017). Rogers (as cited

in Staff, 2010) stated that student-centred learning is a teaching and learning process where the students are encouraged to be actively involved in its process, and they are also stimulated to practice their critical thinking. In the teaching and learning process, the students are introduced to the learning purpose of the material, which will give the students a clear path in understanding the material being taught. Besides, McCombs & Whistler (as cited in Staff, 2010) argued that the students are provided authentic materials which are basically a material that is relevant to their daily lives in order to give the students the knowledge and skills they can use in their daily lives.

In a student-centred learning, the student will gain the ability to learn, communicate, think critically, and cooperate, which pretty much parallels the necessary skills in the 21st century. Compared to teacher-centred learning, where the teacher acts as the source of information and the students are only required to listen and gather information from the teacher, student-centred learning is more suitable with the environment of 21st century because the students have access to unlimited sources of information, and they have the freedom to express themselves and satisfy their curiosity. Prasetyawati (2016) stated that the teaching and learning process reformation is necessary in order to give the students more opportunities in learning activity which is not given in teacher-centred learning. This will result in a better comprehension of the material given because the students are active in gathering information, not only listening to teacher's lecture. Hence, the teacher's role as facilitator is important. Not only the students, the teachers should be changing the way of learning in accordance to the 21st century learning as well.

Furthermore, the integration of technology in the process of teaching and learning is also an important part of employing the 21st century learning system. In the era full of complexity and competitiveness, the outputs of education system are expected to be armed with multi-layered abilities in which it can only be reached by involving the use of technology. The development of technology in almost all aspect of human life including the academic environment has helped people to vanish the limitation of space and time in getting and sharing information. Hence, the integration of technology has become one of the most essential part in the current era of education field as argued by Boholano (2017) that an effective 21st century learning system is when the process of teaching and learning is integrated with the development of technology. Daniels (as cited in Anagün, 2018) stated that technology integration in education are becoming common these days, with teacher and student access to devices doubling in the recent years. Nowadays, there is no limitation troubled by space and time difference. People can easily access whatever they want everywhere and anywhere in which it especially helps the communication between teacher and students in the process of teaching and learning. It encourages the enrichment of learning material as well as the variations of class activities that can be implemented in the teaching and learning process. Therefore, along with the growing of competitiveness and complexity of this era, the employment of 21st century learning can be a perfect solution as it embodies the use of technology in the teaching and learning process.

Moreover, another important characteristic of 21st century learning is the implementation of 4C skills which are Critical Thinking, Creativity,

Communication, and Collaboration. Along with the employment of students-centred learning with the integration of technology, the possession of those 4C skills is required in order to build an effective 21st century learning. Critical Thinking is required as it encourages the students to set the foundation of their further learning process meanwhile the skill of communication is needed for them to be able to deliver it in the process of sharing and discussion in which it is where the collaboration skill is highly obligated to guarantee the occurrence of outstanding outputs in the process of 21st learning. Moreover, creativity is also a part of 4C skills that are obligated to be possessed in the implementation of 21st century. Students are required to possess the skill of creativity as along with the development of technology, the problem and competition arises is also grow. Hence, creativity is needed in order to find a way to solve the problem and win embrace the competition. However, in order to produce such exceptional output of students with great creativity skill, the teacher should be the first one who possess the creativity skill. Zai-toon (as cited in Al-Qahtani, 2016) argued that creativity can be interpreted as an awareness that arises from within to provide a solution to a problem using imagination. Today's learning requires the teacher to be extremely creative in conducting the learning in order to successfully achieve the goal of the learning as it is mentioned that creativity is the utilization of imagination and new ideas to be more effective and successful (Khodabakhshzadeh, 2018). Along with the advanced technology, the new curriculum, and the increase of students' needs, the teacher is required to be creative in designing and conducting the teaching and learning process. According to Keh, Ismail, & Yusof (2017), creative teachers would be able to create new

learning techniques, media, and method in which it helps the teachers to still carry the essential part of teaching and learning process in whatever bad situation and environment including the outbreak of COVID-19 pandemic.

2020 has been considered as one of the worst years that will go down in history as many people feel the pain of living in the middle of pandemic. The outbreak of the corona virus has resulted such a significant change in every aspect of human life including the education field as UNESCO (as cited in Fund, 2020) stated that nearly about 1.6 billion students are affected due to the shutdown of schools in 193 countries. Governments around the world were pushed to create such an effective regulation for the education system to be still carried on even that the pandemic bring a lot of limitation in the school activities. Therefore, due to the current situation government was come up with the employment of distance learning to cover the circumstance. Distance learning is referred to a absorption process of information in form of knowledge and skills in which the transfer process is done through the employment of current technologies that allow students and teachers to be apart in the different time and place (Roblyer & Edwards, 2000). It is not the first time that distance learning is employed but considering the current circumstance the learning method is considered to be the most relevant. The requirement of conducting an effective distance learning process is highly important in which it encourages the teachers to enhance the integration of 21st century learning elements. A creativity to pull of the students-centred approach with the integration of technology during the distance learning process is considered as the essential skill to have as a teacher during this pandemic.

A creative teacher could conduct an interesting teaching and learning process and good atmosphere in class using creative methods and media in which it is very much needed to distract the students' attention from the bad situation caused by the pandemic. Since there are a vast improvement in learning media these days, the teacher can utilize them to improve teaching and learning quality as long as creativity skill is involved to avoid redundant activities. According to Stojanova (as cited in Al-Dababneh & Al-Zboon, 2017), teachers have to think creatively in order to make the students become creative. Chan & Yuen (2015) conducted research related to teacher's creativity, it is found out that if a teacher is creative, he can implement his creativity in learning, making the students creative as well. Teachers' creativity can be distinguished into several categories, namely, creating a unique teaching method, using various strategies, and having strong motivation in encouraging the student to achieve the learning objectives (Arifani & Suryanti, 2019). Avila (2015) conducted a research of creativity in English class by stimulating creative strategies in the classroom. It was found that English learning had a purpose in every activity. Teacher's knowledge expands with the students' contributions and creative activities helped the students to expand their creativity. Avila stated that the instructional use of creativity in the English class could be used to access many activities. Therefore, it is not possible to the students to still have such an effective and fun learning process in the middle of the pandemic as long as it is supported by having teachers who are willing to explore more of their creativity skill.

Furthermore, there is also still a problem where the implementation of teacher creativity is highly demanded during the process of distance learning in

the pandemic era. It seems that there are still many teachers who are not willing to explore their creativity skill that troubled the students to have such repetitive learning activities. There is also a possibility that the implementation of creativity skill during the learning process is still not effective despite the fact that the teacher already has awareness to be more creative. These problems are caused due to a lack of measurement of the teachers' perception of creativity skill and its implementation. Therefore, this current research was conducted to explore more in the aspect of teachers' perception of the creativity skill as part of 4C skill of 21st century learning elements and its implementation during the current situation. The study was aimed to find out the teachers' point of view of creativity and its implementation during the process of distance learning in the era of pandemic. It was expected to explore if there is any discrepancy between how the English teacher in SMA N 4 Singaraja perceive and implement creativity in the process of distance learning.

1.2 Research Problem Identification

Teacher is obliged to be creative in conducting the teaching and learning process in this complex and competitive era. Teacher's creativity could be described as teacher's ability in using new strategies and integrating technology in the teaching and learning process. Robinson & Craft (as cited in Trnova, 2014) argued that learning process should be integrated with creativity and it should be made as a basic learning skill. Creativity is considered as one of the most important elements of today's education system where the outbreak of corona virus has strongly affected the regulation of schools around the world. Integrating creativity during the process of distance learning offers many benefits such as

having the ability to make the students more engaging, active, and communicative even in the bad situation of the pandemic. Regardless of the important role of the creativity integration and various available resources and technology that teachers can use to create such a creative and effective class activities, there is still no measurement available to know about how well creativity is perceived and implemented by English teachers especially those who are in Bali. There are also not many studies that support the theory of teacher's creativity which might encourage teachers to implement creativity in teaching.

From the mentioned problem, the researcher conducted research focusing on teacher's creativity. This research aims to observe the discrepancy between how they perceive their creativity and how they implement it in the teaching and learning process. This study is proposed to assist the English teachers to assess themselves whether they consider themselves creative or not in teaching and learning process. Questionnaires were used as an instrument to perceive and observe teachers' creativity in promoting 21st century learning in EFL classes.

1.3 Research Limitation

The aim of this research is limited only to get the idea of how teachers perceive and perform their creativity in teaching, and to observe the discrepancy between how teachers perceive and perform their creativity in conducting teaching and learning process. This study was conducted in SMAN 4 Singaraja as one of the representations of high school in North Bali in the academic year of 2019/2020. Some of the English teachers were appointed as the subject of this current research as the representation of English teacher in general. Moreover, this

current study was initially going to directly observe the teaching and learning process in school but due to the outbreak of the corona virus an immediate change was made by focusing on the teachers' performance in distance learning. This circumstance affected the change of the classroom variable into the distance learning along with the instrument and the addition of its theory in the literature review.

1.4 Research Questions

Based on the background above, the problem of the study can be formulated as follows:

1. How do English teachers in SMAN 4 Singaraja perceive their creativity in distance teaching?
2. How do English teachers in SMAN 4 Singaraja implement their creativity in distance teaching?
3. Is there any discrepancy between how they perceive and how they implement their creativity in distance teaching?

1.5 Research Objectives

Based on the research questions, the aim of the research can be formulated as follows:

1. To analyse how English teacher in SMAN 4 Singaraja perceive their creativity in distance teaching.
2. To describe how English teacher in SMAN 4 Singaraja implement their creativity in distance teaching.
3. To investigate the discrepancy between how they perceive and implement teaching creativity in the class.

1.6 Research Significance

a. Theoretical Significance

The result of the proposed study is expected to give empirical evidence for the upcoming relevant studies as a first-hand reference. Moreover, the result is expected to contribute to English pedagogy in general.

b. Practical Significance

1. Teacher

This study could be used as a resource by the teachers of how to implement a creative classroom and as reflection for the teachers on implementing their creativity in the classroom.

2. School Management

This study could be used as a reference in adapting creative teaching and learning process by the school management, especially for distance learning.

3. Policy Maker in Education

This study could be used as a consideration in making future policies or modifying the existing educational policies.

4. Further Researches

Further researcher could design other research by investigating different variables other than teacher's creativity.

