Teaching Creativity and Strategy of Implementation in Distance Learning Activities in Sman 4 Singaraja

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ABSTRACT

This research was aimed at three points which are finding out the teachers' perception on their creativity in teaching distance learning, finding out the teachers' performance of implementing creativity in teaching distance learning, and finding out the discrepancy between the result of the two previous points. This study employed embedded-mixed method as the research design in which both of primary and supportive were used to be analysed. Furthermore, the qualitative data was dominant while the quantitative data was employed to support it. Three English teachers of SMA Negeri 4 Singaraja was selected as the subject of this study. Their performance of teaching creativity in distance learning was analysed by using self-rated questionnaire and classroom observation sheet as the instrument of this research. Based on the research, it revealed that there was a discrepancy between the teachers' perception and the result of the observation sheet where the teachers referred themselves as creative meanwhile the result of the observation sheet evaluated them as slightly creative. In order to maximize the teachers' creativity, it requires a lot of preparation and supports from governments, schools, parents, and the students themselves. Therefore, the implication of this research is the teacher can reflect on their performance as well as feel motivated to improve their creativity skills.

Keywords: Creativity, Teachers' Creativity, 21st Century Learning, distance learning

Perceived Teaching Creativity and Strategy of Implementation in Distance Learning Activities in Sman 4 Singaraja

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ABSTRAK

Penelitian ini menekankan pada tiga point utama penemuan, yaitu persepsi guru tehadap kreatifitas mengajar jarak jauh, bagaimana guru mengimplementasikan kreatifitas dalam pembelajaran jaurak jauh, dan perbedaan anatara dua temuan sebelumnya. Dengan menggunakan metode *embedded-mixed,* dimana kualitatif data merupakan data yang dominan, sedangkan kuantitatif data hanyalah sebagai data pendukung. Tiga guru bahasa Inggris yang berasl dari SMA Negeri 4 Singaraja dipilih sebagai subject dalam penelitian ini. Penampilan mereka dalam proses pembelajaran kreatif jarak jauh dianalisis menggunakan kwesioner penilaian diri dan lembar observasi kelas. Hasil data menunjukan adanya perbedaan antara persepsi guru dan hasil dari lembar observasi, dimana persepsi guru menganggap dirinya creative, tetapi hasil observasi menunjukkan kurangnya kreativitas guru. Dalam rangka meningkatkan kreatifitas mengajar, diperlukan beberapa persiapan dan dukungan dari pemerintah, sekolah, orangtua, dan para siswa. Akhir kata, implikasi dari penelitian ini adalah guru mampu mereflesikan penmapilan mengajar mereka untuk lebih termotivasi dalam peningkatan kemampuan mengajar kreatif.

Kata Kunci*: Kreatifitas, Kreatifitas Guru, Pembelajaran Abad 21, Pembelaajaran Jarak Jauh*