CHAPTER I

INTRODUCTION

1.1. Research Background

The educational system in Indonesia had been reformatted due to the 21st century learning. The reformation of the educational system regarding the 21st century learning affected the national education in Indonesia (Saputro, 2018). The 21st century learning is the era of the development of technology in which the skills that is needed is different than previous skills (Roy, 2013).Wrahatnolo and Munoto (2018) also stated that in 21st century learning the skills that is needed called 4C skills in which those skills are also combined with the digital literacy means the skills that find and utilize the information using the technology. Keller-Mathers (2011) stated that the skills that is concerned in 21st century learning are called 4C namely critical thinking, collaboration, communication and creativity. Those skills are needed to be qualified citizen who are able to face the problems which turned to be an educated people for the future (Sukasni & Efendy, 2017). It is also supported by Beetham & Sharpe (2013) in Yu & Mohammad (2019) who stated that the reform of the educational system is covered into the 4C skills in 21st century learning for completing the skill of the students.

Bedir (2019) stated that as the consequence of the changed education due to 21st century leaning, the teachers are expected to improve their teaching quality through implementing 4C skills as the vital of 21st century education. The education

system becomes better by providing the skills of 21st century learning in which it made the students could use them in globalized world (Bedir, 2019). It means that the consequence of the 21st century learning affects the educational system in which the learning process must emphasize the 4C skills namely critical thinking, collaboration, communication and creativity.

Wang (2007) also stated that through creativity skills, communication skills, collaboration skills and critical thinking skills, students are given opportunities to express their ideas in 21st century learning. It means that those four skills are really important in the learning process. The importance of all the skills is supported by many experts. Nauman, Stirling & Borthwick (2011) stated that critical thinking is crucial in the learning process in which the students could solve the problem by expressing their ideas and having a high order thinking skills. It means by using high order thinking skills in order to guide the students to analyze the problem deeply and give the right solutions to solve the problem. Moreover, Elola and Ozkoz (2010) also stated that the collaboration is also important through designing the collaboration in the classroom the students would be able to develop their idea compared with when the students work alone. It means that through collaboration the students are expected could have abilities to work with others. Yu & Mohammad (2019) stated that communication is very important because the students need to express their understanding, communicate their idea and give their opinion in the learning process. It means that through communication the students are expected to have abilities to express their idea and have good relation with

others. Lin (2011) stated that creativity is skills which is strongly needed in the learning process in which it guides the students to think creatively.

As one of the leaning and innovation skills of 21st century education, creativity is frequently challenging for some people to be implemented in classroom practices. According to Ministerial of Education Regulation No 21 in 2016 suggested the teachers needed to use 4C skill in teaching for the future and the golden generation in 2045. Creativity one is of them in which if the creativity is implemented the other skills will appear. In implementing the creativity nowadays the activities must be developed in the creative activities (Keller-Mathers, 2011). Keller-Mathers also stated that the creativity in the learning process is very important because through implementing creative activities in the learning process, teachers could create the students think creatively. This is also supported by Ferrari, Cachia and Punie (2009) who stated that creativity in the learning process is the way of the students think creatively in order to make their knowledge goes beyond their current knowledge by using something unusual. In relation to this, the students must be prepared to deal with the new challenges in which they are expected to be creative by analyzing and finding the creative solution (Ormanova, et al, 2013 in Ramankulov, et al, 2016). In this situation, the teacher must be able to think creatively to design the teaching and learning process which can make the creativity of students increased.

The creativity could come from four aspects namely skills, knowledge, motivation and environment (Stenberg, 2006). It showed that besides

understanding and motivation, environment is also important to support the creativity of someone. Nowadays due to the advance of technology not only the students the teacher are expected to deal with the technologies to support the learning process creatively by using the technological media that such as LCD, speaker, digital projector and etc to support the creative activities. Fitriah (2018) stated that technologies nowadays assist the teachers to explore the creativity to encourage the students' creativity in a way to help them to transfer the teachers' creativity into reality, make the activities more authentic, and provide teaching materials on various topics. In other words, the teacher must be dealt with the technology in designing the creativity learning process in order to reach the learning objectives. Moreover, Arifani and Suryanti (2019) also noted that the creativity in the learning process is created in unique teaching method, diverse strategies, and having strong motivation which could promote the students to reach the learning objectives. Fatimah and Santiana (2017) stated that in the 21st century learning, the use of technology is to give opportunities for the students to use their creativity in the learning process. They also stated that technology assists the teacher to create innovative teaching strategy through providing creative activities which help the students to improve their competence. The creativity could make the learning process become enjoyable if the teachers design the creative activities in the learning process (Morris, 2012). If the teachers and the students could use 4C skills effectively and reach the learning objective, it would help them to survive and compete globally which can adapt in every situation (Andrini, 2016). That is the reason of the importance of creativity.

Prasetyawati (2016) stated creativity is needed for the teacher in this era because the students are expected to be creative as well as the teacher in implementing creativity in teaching. It means the teachers need to be creative to make the students creative. It is supported by Jourbert (2001) in Cremin (2015) who stated that the teachers need to teach creatively to create the creative students. In relation this, Henriksen, et al. (2018) stated that the teachers should have the same understanding of creativity with the implemantation if they want to implement the creativity. Cremin (2015) also stated that the teachers must have mindset the same application about creativity in teaching in the learning process. It means the percpective of creativity in teaching, the teachers and their application must be related each other. Because the teacher is the one who take the responsibility the 21st century learning successful.

The importance of creativity is supported by many researchers. There are previous studies about creativity conducted by Kembuan, Rompas, Mintjelungan, Pantondate and Kilis (2018) about the vocational schools' quality in teaching and learning creativity. The result indicated that between the teachers' quality in implementing the creativity and the learning outcomes of the students has significant and positive correlation. Not only that, Al-Qahtani (2016) conducted a study with the setting in Saudi Arabia about creativity. The aim of this study is to identify the implementation of the creativity of the English teachers. The result also indicated that through the result of questionnaire and interview it was showed that

most English teachers had low enthusiasm and effortless in performing the creativity in the learning process.

Despite many research conducted on creativity, a study about investigating the perceived and observed creativity of English teachers at high school has not been conducted in Bali yet. So, the aim of this study is to analyze the creativity in teaching of English teachers in SMA N 2 Bangli.

1.2. Research Problem Identification

Based on the background above that can be concluded that due to the change education system regarding the 21st century learning the 4C skills must be emphasized in the learning process. Prasetyawati (2016) stated creativity is needed for the teacher in this era because the students are expected to be creative through the teacher's creativity in teaching. Moreover, Henriksen, et al. (2018) stated the teachers should have the same understanding of creativity with the implementaiton if they want to implemented the creativity. It showed that the teachers' perception of creativity must be the same as the application in the learning process. Newton & Newton (2010) in Roy (2013) also stated that the dicrapency would be appeard between the perception and implementation in the classroom. The teachers' creativity hardly becomes the focus of attentions in any supervision and also topics of professional development. For that reason, there is very limited documents available pertaining to teachers' creativity.

Through this research, the teachers' perception about creativity were identified, and how they implemented the creativity were analyzed. The data of the

teachers' perception about creativity and observation were compared. The teachers' creativity in teaching was measured by using questionnaire as the instruments to find out the how do their perception and how the teachers performed creativity in teaching was observed.

1.3. Research Limitation

This study only focused on the three research questions. In order to identify the perception of English teachers in SMA N 2 Bangli and how the English teachers in SMA N 2 Bangli implemented their creativity in teaching. Moreover to analyze the discrepancy between the teachers' perception and how they implement the creativity in teaching.

Moreover, the focus of this study is the teacher's creativity in teaching and this research was conducted in SMA N 2 Bangli. The subject of this research was the representative of the English teachers of SMA N 2 Bangli. The instruments which are used in this study namely self-rated questionnaire, classroom observation sheet and in-depth interview in which was developed from the theory of creativity by Boden (1998).

1.4. Research Questions

1.4.1. How do the English teachers in SMA N 2 Bangli perceive their creativity in teaching?

1.4.2. How do English teachers in SMA N 2 Bangli perform their creativity in teaching?

1.4.3. Is there any discrepancy between how do they perceived and observed of teaching creativity of English teacher in SMA N 2 Bangli?

1.5. Research Objective

    1.5.1 To identify how the teacher perceive their creativity in English teaching in SMA Negeri 2 Bangli.

    1.5.2 To describe how the teacher perform their creativity in English teaching in SMA Negeri 2 Bangli.

    1.5.3 To identify the discrepancy between how English teacher in SMA Negeri 2 Bangli perceive and perform the creativity in English teaching.

1.6. Research Significance

    1.6.1. Theoretical Significance

        The result of this research is expected to enrich the knowledge and perspective of the readers about the importance of the creativity in teaching in the learning process.

    1.6.2. Practical Significance

      -For teacher   : The teacher can improve and realize their creativity in teaching and change their mindset about 21st century learning especially in creativity.

      -For other researchers : The result of this study can be used to give them more information for further research related to the study.