

CHAPTER I

INTRODUCTION

1.1 Research Background

At present time, the learning process is changed from 20th century learning into 21st century learning. The teachers are enquired to be creative in applying the learning process which consisted of high order thinking skills (HOTS). Those skills will be convenient with the characteristics of 21st century learning which entailed of integration, holistic, scientific, contextual, thematic, effective, collaboration, and students-centred approach. Various efforts must be carried out to implement those characteristics. The students are not only needed to be taught through reading and writing only, but they also need to analyse and report their comprehends through written and oral form. In addition, the 21st century learning requires the students to integrate the technology towards the learning process. The technology provides the students with the ability to easily access supplementary materials to clarify ideas introduced by a teacher (Howlett & Waemusa, 2019). Related with the intention of the technology development, the learning materials are easily to obtain in numerous sources. In order to avoid any inappropriate materials, the students need be taught how to analyse and sort out the materials that appropriate to be used.

The teachers must be creative in teaching to make the knowledge become useful in their life. Creativity of a teacher is the ability to reveal new features in students' personality and to elaborate new methods for creative self-fulfilment in students (Berikkhanovaa, Zhussupovab, & Berikkhanovac, 2014). The teachers need to be creative to plan an attractive and a meaningful learning for the students. Furthermore, in implementing the plan the teachers are required to integrate technology such as LCD, computers, or speakers in classroom as the medium to deliver or facilitate the materials. In addition, the creativity

is really important for the teachers as the representative of their quality of thinking and innovation (Henrikse, Mishra, & Fisser, 2019).

The demands of teachers' creativity are brought by the new paradigm of the education. In this case, the teachers' creativity is probably perceived different by different people. The creativity of teaching is needed in the 21st century learning to shift the teacher-centred learning into students-centred and to stay update with new emerging technology (Ansari & Malik, 2013). The teacher-centred learning leads the students into passive learners who only keep their opinion, innovation, and creativity in their mind without any chances to express it. Furthermore, the teacher-centred perspective will make the teacher become smarter, while the students become weaker. It certainly happened because the teachers take whole roles in class while the students become listeners. The teachers' way in delivering the materials mostly use lecture method. By using this method, the interaction is ensued into one-way communication between the teachers and the students. There is less chance for the students to share their ideas among the students. The students eventually become professional watcher who constantly wait for the teachers' explanation.

Regarding to those weaknesses, the education is developed into students-centred perspective. This perspective is offering the students more control of their own learning with the hope that greater agency will increase the students' engagement in their own (Jacobs & Renandya, 2015). Several things of both subjects, teachers and students are also changed along with the change of the learning approach. The teachers' role is shifted into facilitator (Faridi, Bahri, & Nurmasitah, 2016). It requires the teachers to charge in controlling the learning process instead of lecturing materials. Moreover, the teachers take a role as collaborator which enables the students to discover various new sources to learn. Meanwhile, the students are given bigger chances to share and discuss the ideas among the students which showed that the learning interaction changed into multiple-ways

communication. This approach is truly giving wider insight and knowledge to the students through numerous opinions that revealed in the discussion. In line with Emaliana (2017), the students-centred approach gives the students opportunities to improve their analytical skills, problem solving skills, as well as skills in deep learning, lifelong learning, self-directed learning, reflective learning, and motivation. Thus, the teachers' creativity is needed to accommodate those innumerable ideas and give the students guidance to accept or disprove others' ideas. Furthermore, in supporting the teaching and learning process, the teachers should possess and apply a particular strategy so that students can learn effectively (Parsa, 2017). The students' motivation probably improved through the big chances given. The enthusiasm will draw a creativity, an innovation, and a critical thinking of the students to prepare themselves in facing the challenges as fast as the age development.

Those changes of education in Indonesia are brought through the changes of the curriculum. As the important part of the education, the curriculum must be developed and evaluated in order to create a paramount education which give power to all students in Indonesia. The curriculum is already changed in about ten times since 1947 (Alhamuddin, 2015). The first curriculum is well-known as Rentjana Pendidikan. This curriculum is effectively applied in 1950, which focused on the character shaping as the independent people. At the same time, the Indonesian people are directed to be independent people who equate themselves with other Independent countries. This curriculum is revised in 1952 which focused on how the learning subject is related with the human life. In 1964, this curriculum is revised which take account into development of five aspects namely moral, intelligence, emotional, skill or creativity, and physical. Moreover, this curriculum is changed in 1968 which certainly hang on to Pancasila as the basic state of Indonesia. The characteristic of this curriculum can be seen from the materials which given theoretically without relate it into a real life. In 1975, the curriculum is fixed into more effective

education. This curriculum itemizes the learning method, materials, and purpose. In 1984, the curriculum placed the students to be more active through observing something, grouping, discussing, and reporting. Moreover, the government integrate those two curriculums, 1975 and 1984 into 1994 curriculum. However, the new curriculum gained any complaints from the related parties. Thus, in 2004 the government formally changed the curriculum into competency-based curriculum. This curriculum focused the students' competency and achievement and the product that can be done by the students. Furthermore, the government makes new innovation by changing the curriculum into KTSP. The characteristic of this 2006 curriculum is placed on the administration. In this curriculum, the teachers are given competency standard that used in designing the lesson plan. This curriculum is well-accepted by the people. However, this KTSP curriculum is perceived not complex enough to fulfil the age assertion. Therefore, KTSP is changed into curriculum 2013 which well-known as K13. This curriculum formulates different scoring aspects which accommodate the 21st century learning namely affective aspect, cognitive aspect, and psychomotor aspect. Those aspects demonstrate that the learning process must be focused on how the students build their knowledge, shape their creativities, and use a good manner in every learning process conducted. In brief, this reformation is carried out to occupy the complexity of 21st century learning.

All teachers have their own perception toward the creativity. This perception can be used to measure how the teachers perceived themselves. However, the implementation probably not totally same with the perception. Thus, it is really important to look for the discrepancy between those the teachers' perception and the creativity implementation. In addition, the creativity is not only needed as a part of 21st century learning but also highly needed to make use any sources to fulfil the students' needs. The teaching creativity is considered as an innovative approach to obtain effective teaching implemented by the

teachers (Arifani & Suryanti, 2019). Added by Khodabakhshzadeh, Hosseinnia, Moghadam, & Ahmadi (2018), the effective teachers are best described as sociable, showing leadership, extraverted, not anxious, objective, supporting, non-authoritarian, intelligent, and aesthetically sensitive teacher. As aforementioned above, those characteristics of the teachers can lead them to implement particular strategies to conduct effective learning (Parsa, 2017). This could be done in a variety of forms, such things as preparing the materials, managing the class, etc. The teachers' creativity is really important thing in determining the students' outcome. The less-creative teachers will bring the learning process into monotone class. It absolutely affected the students' receptions on the materials given. Thus, the outcomes will be less-optimal as well. It requires the teachers to enhance their creativity as a part of the critical thinking process as one of the main purposes of the education. Additionally, the creativities will be an essential tool for problem solving and overcoming future challenges (Al-Qahtani, 2016). Along with the education development in this era, the creativities of the teacher in facilitating the learning process probably become an interesting topic that will be studied by numerous researchers.

As the very strong need as the teachers to be creative in creating something new and effective, there is a big interest of the researchers to study in their teaching creativity in the actual classroom. Various studies about teachers' creativity are carried out in different frameworks. One of those studies was conducted by Arifani & Suryanti (2019). This research is purposed to investigate the influence of teachers' creativity on learners' learning involvement between English for specific purposes, teachers' creativity toward ESP learners' learning involvement, and to analyse whether there was any significant difference between male and female ESP teachers' creativity to enhance ESP learners' learning involvement. The sample used was 435 ESP learners who was randomly assigned. In measuring the teachers' creativity, the researchers used two different instruments, namely

involvement survey checklist and teaching creativity scale. The results showed that all five parameters of creativity had a significant correlation with learners' involvement. The findings also emphasized that female ESP teachers performed higher involvement scale than those males.

Therefore, in Bali there are lack researches which focused on the teachers' creativity. Thus, the research uses teachers' creativity as the topic as same as the aforementioned study. However, there are some new aspects that carried out as the novelties of the study. The proposed study will be conducted in senior high school setting, named as SMKN 1 Bangli. The participants used are the senior high school English teachers. The data will be collected through three methods, namely self-rated questionnaire, classroom creativity observation, and in-depth interview guide. In one side, the previous study focused on how the teachers' creativity correlates with the learning involvement, while the proposed study is focused on the teachers' creativity in promoting 21st century learning.

1.2 Research Problem Identification

One of essential things that needed by the 21st century learning process is teaching creativity. Creative teachers will form creative students as well. The way teachers teach the students can visualize their teaching creativity. The heterogeneity of the students is an important factor that required the teachers to create any creative technique and materials. In one side, the teachers have different perception about their own creativity. In another side, the implementation can be same as the perception or probably not. This phenomenon is affected by internal and external factor of the teachers. For instance, the technology cannot be implemented in teaching not only because the teachers cannot use it, but also the insufficient facility. This situation elaborates that every teacher has different perspective to see the creativity. In one case, some teachers in lack facilities probably think that using book can be a creativity. Meanwhile, the teachers who provided with full technology-based

facility probably think that using book is an ordinary creativity. Those different perspectives can be proved by take a look on the real situation in class. Thus, there is a strong need to carry out the research in order to see the teachers' perception and the real teaching creativity implementation in class. Taking account into those problems, this study aims to identify how the teachers perceive their own creativity and observe their implementation in order to see whether there is discrepancy on those both points.

1.3 Research Limitation

The study is restricted on the teachers' creativity, specifically the exploratory creativity, transformational creativity, and combinational creativity. Those creativities are observed only in English course. Furthermore, the observed classes are adjusted with the teachers' teaching schedule. The study is carried out in SMK Negeri 1 Bangli. Two English teachers of SMK Negeri 1 Bangli are participated as the research sample. In addition, two questionnaires are used in this research. The first questionnaire is self-rated questionnaire. This questionnaire is fulfilled by the teachers in order to gain data about their perception towards the teaching creativity. The second questionnaire is creativity observation sheet. This questionnaire is used by the researcher to observe the English teachers' creativity performance in teaching. Both data from two mentioned questionnaire will be compared and deepened by the interview results.

1.4 Research Questions

Related to the aforementioned background, the research questions can be formulated as bellows:

- 1.4.1 How do English teachers in SMKN 1 Bangli perceive their creativity in teaching?
- 1.4.2 How do English teachers in SMKN 1 Bangli perform their creativity in teaching?

- 1.4.3 Is there any discrepancy between how they perceive and how they perform the teaching creativity?

1.5 Research Objectives

Related to the aforementioned research problems, the research purposes can be formulated as bellows:

- 1.5.1 The research aims to identify how the English teachers in SMKN 1 Bangli perceive their creativity in teaching.
- 1.5.2 The research aims to observe how the English teachers in SMKN 1 Bangli perform their creativity in teaching.
- 1.5.3 The research aims to analyse whether there is any discrepancy between how they perceive and how they perform the teaching creativity.

1.6 Research Significances

1.6.1 Theoretically

The study results can be useful for related parties as the additional data or reference in term of the English teacher's creativity in promoting 21st century learning. In addition, the data can enrich the research about the teachers' creativity especially in Bali toward English as a foreign language to augment the sources on TEFL course.

1.6.2 Practically

- 1.6.2.1 The results can be used to enrich the school's data especially about their English teachers' creativities data in promoting 21st century learning.
- 1.6.2.2 The results can be used as the reflection for the teachers towards how they perceive and how they perform the creativity in teaching and used it as

motivation to improve their creativities in promoting 21st century learning in EFL classes.

1.6.2.3 The results can be used as the source for future researchers to carry out wider study on similar field.

