

**PERCEIVED AND OBSERVED TEACHING CREATIVITY OF ENGLISH  
TEACHER IN SMAN 1 TABANAN**

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**ABSTRACT**

This research aimed to observe on how the teachers perceived their teaching creativity in the classroom and how they implemented it in the classroom. The focus of the research was to identify the discrepancy between teachers' perception and facts as observed in teaching creativity in the classroom. Embedded mix method was used as the design of the study in which one data would be dominant than others. In this study, qualitative data were dominant than quantitative data or QUAL (quan). SMA Negeri 1 Tabanan was selected as the research setting and two English teachers were selected as the research subject. Two questionnaire namely self-rated questionnaire and classroom observation sheet were used as the instrument. The result in this study demonstrated that the teachers perceived their teaching creativity in the creative criteria. In addition the result of observation presented that the teachers' creativity were categorised in slightly creative. Those data showed that there was the discrepancy between the teachers' perception and facts as observed in the real teaching.

*Keywords: 21<sup>st</sup> Century Learning, Creativity, Teachers Creativity*

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Penelitian ini bertujuan untuk mengamati bagaimana guru mempersepsikan kreativitas mengajar mereka di kelas dan bagaimana mereka menerapkannya di dalam kelas. Fokus dari penelitian ini adalah untuk mengidentifikasi perbedaan antara persepsi guru dan fakta sebagaimana diamati dalam mengajar kreativitas di kelas. Metode campuran tertanam digunakan sebagai desain penelitian di mana satu data akan dominan daripada yang lain. Dalam penelitian ini, data kualitatif lebih dominan daripada data kuantitatif atau QUAL (quan). SMA Negeri 1 Tabanan dipilih sebagai tempat penelitian dan dua guru bahasa Inggris dipilih sebagai subjek penelitian. Dua kuesioner yaitu kuesioner yang dinilai sendiri dan lembar observasi kelas digunakan sebagai instrumen. Hasil dalam penelitian ini menunjukkan bahwa guru merasakan kreativitas mengajar mereka dalam kriteria kreatif. Selain itu hasil pengamatan menunjukkan bahwa kreativitas guru dikategorikan sedikit kreatif. Data-data tersebut menunjukkan bahwa ada perbedaan antara persepsi guru dan fakta sebagaimana diamati dalam pengajaran yang sebenarnya.

*Kata kunci: Pembelajaran Abad 21, Kreativitas, Kreativitas Guru.*