CHAPTER 1

INTRODUCTION

1.1.Research Background

Entering technological advancement of 21st century learning has become a part of education. Throughout 21st century learning, educators and students must have the ability to teach, students and teachers must face a number of challenges and opportunities throughout order to survive in this information era. In addition, the implementation of 21st century learning is also strongly felt by students, Since learning in the 21st century is more concentrated, making it more difficult for students to solve problems in their own classrooms so that students can think critically while coping with school and school problems. Barrot (2018) stated that Training in the 21st century will also turn students into socially and productively active people and provide them with the necessary skills to combat exploitative and authoritarian characteristics, so that training in the 21st century will help students to adjust to the educational and social spheres by incorporating the concepts found in this 21st century learning. The philosophy present in the 21st century is the principle of working in groups, with principles like these allowing students to exchange ideas and embrace others ' opinions (Fonner & Drph, 2013). Therefore, as students learn this learning in class, they will be able to communicate and have extensive knowledge that allows students to have 4C skills, namely communication, teamwork, critical thinking, and imaginative. The first ability requires students to be able to communicate well with others and have to discuss something in front of other people, the next skill students are expected to be able to work together in communities where students must be able to receive feedback from

others so that students have extensive knowledge, the next skills are critical thinking in which students need to consider more than they should.

Not only the students require 4Cs skill in current learning, but the teacher also needs to have an appropriate level of skill particularly in the level of creativity of the teacher. Additionally the teachers in this time were suggested to use 4c skills in teaching in the class to fulfil the future need and the golden generation in the future era. One of them is creativity. When the creativity is implemented in the class, the other skills will automatically appear. Teachers must have a high level of creativity in 21st Century research. It refers to efforts to build a good atmosphere in the classroom and promote active learning encouragement for the students. Ahmadi (2018) stated that the creativity of a teacher also decides whether or not the class is successful. This suggests that the role of imagination in the modern era is very critical for teachers and students as well as being able to determine teacher performance and student learning progress. Creativity isn't something every individual easily possesses, but each individual must pass the training and have more knowledge to have high creativity.

In 21st century learning the creativity is strongly needed to support the learning process. Creativity is the new idea that needed to solve the problem by using the unique or new activity (Horng, Hong, ChanLin, Chang, & Chu, 2005). Nowadays not only the students that need to be creative, the teachers also strongly need to be creative because by using the creative thinking from the teachers atmosphere in the class automatically became creative. Beside that not all of the teachers apply the creativity in the class because the teachers have their own perception about creativity. There are some teachers think that the use of technology can be said as creative activity but another teachers said that involving the old media also can be categorised as creative creativity.

Furthermore, in this new era the understanding about creativity in the class is needed especially in this new curriculum.

Curriculum 2013(K-13) is a Curriculum that applies to the Indonesia schooling system. The government is until put in force this curriculum to update Curriculum-2006. K13 was covered in their 2013 trial period via converting several schools into pilot colleges. In K13, it has the new evaluation factors for students and teachers, including data aspects, ability aspects, attitudes elements, and behaviours. In data elements the educator or the scholars need to reap the records faster due to the fact the generation in beneficial to discover it. The capability factors is the scholars have to more active in the elegance to train the own capacity that make them remedy the problem by way of their own. Attitude and behaviours components it is implemented to make the students have a great mindset and appropriate behaviours within the school or outdoor of the college.

In addition to the 2013 curriculum, it also has requirements that require students and teachers have the same skills. In addition, in learning K13 students are expected to be able to do 5 learning steps to achieve the learning goals, learning steps are Observing, Asking Questions, Exploring, Associating and Communicating. All of these steps must be completed sequentially in order to enable students not only to learn the material by listening to the teacher but also to explore new information and work in groups with their peers. In this K13 not only emphasizes students ' ability in the classroom, but also emphasizes each student's character education in the classroom, students are expected to have good character education not only at school, but to be kind outside of school.

However, the changes in the curriculum that are taking place in Indonesia are reforms that change the capacity of educators and students in that country. Talking about the teaching style in which the professor actively contributes to the substance of the lesson by teaching directly to the whole class is a long and futile teaching in this modern era (Ramdhani, 2014). Nowadays we have reached the 21st century, or often called the 3rd millennium, where scientific and technological progress has been so rapid. It cannot be ignored that the learning process will include advances in technology and knowledge in relation to the development of science and technology. Until now, learning media that are widely used in the learning process will be gradually replaced by learning media that use high-tech. Tuban (2010) stated that The lack of media endorsing IT-based learning to ensure that the learning technology that should be used every day, in the classroom and at home is still very far away. Equitable infrastructure that is happening now is also a big problem as not all schools can be treated the same, for example schools located in cities will have complete media, various remote schools that don't get media that support this IT-based learning process.

The need for skills that everyone in this age will learn is different from the industrial age, it's time to reform and train young people who can face the challenges of this age. Reform must be systematically carried out, beginning with the objectives, the learning process, the program and the learning media. Understanding media has led to high-tech media, and teachers that have roles as facilitators also need to master the technology. Besides that, the use of technology such as projectors, LCDs and computers is also essential for understanding in the 21st century.

In the field of education, great interest is given to innovative abilities. It can be seen from the attempts of the authorities to consist of these factors within extraordinary

4

instructional programs inside the discipline of education. These efforts make it viable for the scholars to optimally grow their innovative skills. In addition to innovation, it's far very vital to trade the studying surroundings to achieve success and to growth the interest of college students in getting to know Nee & Yahaya (2016) stated that Teaching creativity is about how a teacher captivates the interest of students in learning, so teachers today need to be able to practice their teaching skills to create an atmosphere of creative learning. Not only are educators required to have a high level of creativity, but students are also needed to have ample creativity to allow smooth learning in class. High innovation affects learning outcomes. Nee & Yahaya (2016) stated that Teachers and students are very important part of learning, if teachers and students are able to have a sufficiently high level of creativity then learning that happens in the classroom will be very successful.

Based on previous studies conducted by Hoseein et al (2018) the researchers discussed the relationship between teaching success and creativity. In this examine it became stated that if the teacher has a high stage of creativity then it's going to be effective to learn. A pattern of 325 instructors from the Iranian EFL turned into randomly selected and rated on the size of ELT-CS and teaching efficiency. To this end, confirmed and dependable scales of creativity assessment (ELT-CS) of teaching efficacy scale of EFL teachers were used. There are two instruments used in this study: an innovation scale for English language teachers (ELT-CS) and a performance scale for students. The results of this study have educational and pedagogical guidelines for teachers and educators to improve the creative capabilities of their learners. This provides a framework for teachers and students to study their own perspectives on imagination and expectations.

The purpose of this study is to determine the extent of creativity that arises in the classroom when the teacher is teaching. By doing this research, every teacher will know the definition of real creative. The creativity that listed is taken based on the big theory from Bodens theory. Generally, the teachers are not willing to rated themselves as what they should. For that reason, this research about teachers' perception and observed implementation was identified So the teachers will start to think that creativity is important when teaching class because in the 21st century a teacher is required to be creative when teaching class.

The topic of this research is about the level of creativity possessed by each teacher, especially teachers who teach English subjects. Creativity that is implemented in class is taken from Boden's theory, where each criterion of creativity has dimensions including exploratory creativity, transformational creativity, and combinational creativity. The creativity that arises will be compared whether there is a difference between the teacher's perception and the implementation of the teacher.

1.2.Research Problem Identification

In the current era of the 21st century teaching system, of course includes creativity in the classroom. Teachers are expected to be able to teach as creatively as possible so that students become interested in learning in class. When teachers teach creatively, students will think creatively as what their teacher teaches. The way the teacher teaches in class will illustrate their creativity in class. On the other hand teachers have different perspective with the creativity they have. The implementation of creativity in the class can be the same as what the teacher perceives or even differs greatly from the teacher's perception. This phenomenon is caused by many factors, one of which is the use of technology. The teachers are not unable to use technology, but some of them may

already be able to use technology but where they teach the technology provided is incomplete. So that teachers who teach will be limited by the lack of available technology in schools. This states that every teacher has perspective. Some cases prove that there are some teachers who are more concerned with results than the process that makes them only think only on the understanding of students without thinking about how the teacher conveyed that understanding. Those different perspectives can be proven by taking a look when the teachers teach in the class.

1.3. Research Limitation

The study limited on the teachers' creativity, that focus on exploratory creativity, transformational creativity, and combinational creativity. Those creativities are observed only on English course. This research was conducted in SMA Negeri 1 Tabanan with the focus of this study is teacher's creativity. The sample of this study is all of English teacher in SMA Negeri 1 Tabanan. In addition, two questionnaires are used in this research. The questionnaire is fulfilled by the teachers' creativity in order to obtain the data about their perception toward the teaching creativity. This questionnaire is used by the researcher to observe English teachers' creativity in teaching in the class. both data will be compared and will be analyze by the interview results.

1.4. Research Question

Based on the previous discussion in the background, the problem of this study as follows:

1. How do English teachers in SMA N 1 Tabanan perceive their creativity in teaching?

2. How do English teachers in SMA N 1 Tabanan perform their creativity in teaching?

3. Is there any discrepancy between how they perceive and how they perform the teaching creativity?

1.5. Research Objectives

Based on the statement of problems above, the purposes of this study can

Be seen as follow;

1. To analyse out how the teacher perceive their creativity in English teaching in SMA Negeri 1 Tabanan.

2. To observe how the teacher perform their creativity in English teaching in SMA Negeri 1 Tabanan.

3. To investigate the discrepancy between how English teacher in SMA Negeri 1 Tabanan perceive and perform the creativity in English teaching.

1.6. Research Significance

1.6.1. Theoretical Significance

This research could be used as data on the importance of teacher creativity and how teachers assess their own creativity in promoting creativity in the 21st century. Enrich the study of creativity in the context of teachers in Bali in learning English as a foreign language, to enrich the TEFL course

1.6.2. Practical Significance

a. For the teacher

Result of this research could change teacher's thoughts so that teachers provide opportunities for students to think creatively and be able to express their own opinions

b. For the students

The result of this research could help Student creativity because students are expected to be able to think

c. For the future research

The result of this study can be used to give them more information for further research related to the study.