

PERCEIVED AND OBSERVED TEACHING CREATIVITY OF ENGLISH TEACHER IN SMAN 1 MELAYA

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ABSTRACT

This study was conducted to investigate: 1) teachers' perception on their own creativity in teaching in the class 2) the observed implementation on the teachers in implementing teaching creativity in the class 3) the discrepancy that occurred between teachers' perception and the observed implementation in the class. Embedded mix method was used as the design of the study in which there were primary and supportive data. In this study, qualitative data were as primary data and quantitative data as supportive data or QUAL (quan). SMA Negeri 1 Melaya 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 data in this study was analysed quantitatively and qualitatively. The result demonstrates that 1) the teachers perceived themselves creative in teaching in the class 2) they were categorised as slightly creative in teaching creativity in the class 3) the discrepancy occurred between teachers' perception and the observed implementation in the class since on one way, the teachers perceived that they were creative, on the other way, their teaching mostly focus on using conventional media, offline learning and monotonous media and learning activities.

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

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Penelitian ini dilakukan untuk menyelidiki: 1) persepsi guru terhadap kreativitas mereka dalam mengajar di kelas 2) implementasi yang diamati pada guru dalam menerapkan pengajaran kreativitas di dalam kelas 3) perbedaan yang terjadi antara persepsi guru dan observasi yang diamati di dalam kelas. Metode campuran Embedded digunakan sebagai rancangan penelitian dimana terdapat data utama dan pendukung. Dalam penelitian ini, kualitatif data sebagai data utama dan kuantitative data sebagai data pendukung atau QUAL (quan). SMA Negeri 1 Melaya digunakan sebagai lokasi penelitian dan dua guru bahasa Inggris digunakan sebagai subjek penelitian. Dua kuisioner yaitu self-rated dan observation sheet digunakan sebagai instrument. Data dalam penelitian ini dianalisis secara kuantitative dan kualitative. Hasil menunjukkan bahwa 1) guru merasa kreatif dalam mengajar di kelas 2) guru dikategorikan sebagai sedikit kreatif dalam menerapkan pengajaran kreativitas di dalam kelas 3) perbedaan terjadi antara persepsi guru dan implementasi yang diamati di dalam kelas karena pada satu sisi guru merasa bahwa mereka kreatif, di sisi lain pengajaran mereka selalu berfokus pada penggunaan media konvensional, pembelajaran offline, media dan aktivitas yang monoton.

Kata Kunci: Pembelajaran Abad ke-21, Kreativitas, Kreativitas Guru