CHAPTER I

INTRODUCTION

1.1 Research Background

Learning that existed from the 20th century to the 21st century go through drastic changes. This change is caused due to the fast technological development. Most people nowadays use machines and computers for work (Dede, 2009 in Deniz & Tican, 2018). They no longer work manually because of the involvement of technology on their activities. Therefore, the technology have been used in learning process and almost in all activities in our daily life (Yudha, Dafik, & Yuliati, 2018). At this time, the teachers must integrate technology into the learning process. Whether it is as a medium or as a learning sources. Learning that uses technology is often referred to E-learning. According to Al-Takhyneh (2018) E-learning is a learning process that integrates technologies such as computers, laptops, and mobile phones into the learning process. Through the development of technology, the teachers could gain the learning material from many sources. For that reason, the teachers in 21st century learning are expected to use their creativity to organize and formulate learning material according to students need.

In the 21st century learning, the skills that must be mastered are creativity, critical thinking, communication and collaboration. Those skills must be mastered by students and teachers. Additionally, according to Ministerial Regulation No 21, the teachers in this time were suggested to use 4c skills in teaching in the class to comply the future need and the golden generation in 2045. One of them is creativity. When the creativity is implemented in the class, the other skills will automatically

appear. As a teacher in the 21st century, the teacher must have high creativity to make student centred learning occur. Zai-toon (1987) in Al-Qahtani, 2016 state that Creativity can be interpreted as an awareness that arises from within to provide a solution to a problem using imagination. Rietzschel, De Dreu, & Nijstad (2009) in Al-Qahtani (2016) found that several countries have initiated programs on the creativity of their citizens such as Canada, Britain, the Netherlands and Europe. Keh, Ismail, & Yusof (2017) defined that creativity is about create new idea and solve the problem with creative solution. They believe that teachers' creativity is important to be executed since with the creativity they can make new learning technique, media and method. Creativity can be interpreted as a teaching that could develop people creative thinking (Ehtiyar & Baser, 2019). Pllana (2019) also mentioned that creativity is the effort to make something new from nothing. It could be seen from the learning process that have been conducted by the teacher. When they could implement new learning technique in the class that could make the atmosphere in the class interactive and active, it specifies that they could use their creativity in learning process.

Parsa (2017) argued that when people can use their creativity, they will achieve maximum result. Everyone who works with creativity will get maximum result because they can work in new way with new idea and they will be responsible. New idea indicates that the use of different idea from all idea that provided. According to Stojanova (2010) in Al-Dababneh & Al-Zboon (2017) if we want to make students think creatively, then we as teachers must be able to have creativity too. Creative teaching can be interpreted as teaching using imaginative method and technique to make the learning process active and interesting (Ehtiyar & Baser,

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2019). Some expert have stated teachers' creativity into several categories, namely create an unique teaching method, use divers strategies, and have strong motivation to promote the students to reach the learning objectives (Arifani & Suryanti, 2019).

The teachers who have creativity always responsible, up to date and use their intelligent and innovation in teaching in the class (Farella, 2010; Hong, Hartzell, & Greene, 2009; Bramwell et al., 2011 in Al-Dababneh & Al-Zboon, 2017). Teachers who teach innovatively and with responsibility are predicted to be able to create effective learning situations. This situation can be observed on how they designed and executed the lesson. Hamza and Griffith (2006) in Al-Dababneh & Al-Zboon (2017) added that teachers who are able to manage the conflicts and problems in the class, are believed have succeeded in using their creativity. Through using their creativity, the teachers are able to create their students think critically and creatively as well as to support the situation in the class tend to be students centred learning.

These days, almost all learning process that occurs in the classroom especially in Indonesia has changed from teacher-centred into student-centred (Emaliana, 2017). This transformation of learning process occur because in teacher-centred, teachers do all activities in the classroom without providing opportunities for students to express their opinions (Prasetyawati, 2016). Students would listen to what they hear, remember what they see without having opportunity to express their opinions or ideas related to the material. These conditions would make students incapable to understand the material that they have learned. They have a propensity to receive the materials without comprehend it (Prasetyawati, 2016). From this situation, students centred is expected to be implemented in the classroom to change those situation.

Rogers (1983) in (Staff, 2010) discuss that student centred is a learning process that makes students think critically and involve into the learning process. Students would think about how and why they learn that materials. In this process, students would also feel that the lesson they get would be more useful because they are directly involve in the learning process. Additionally, they would also feel that learning is more interactive because the material used in this learning process is contextual material that is in a straight line related to their own lives (McCombs & Whistler 1997 in Staff, 2010). Therefore, they would have a bridge of knowledge that would connect themselves to the learning material. The role that exist in the learning process in student centred and teacher centred are also very different and go through changes. At student centred, students are required to be more responsible with the material and the teacher is only as a facilitator. While in the teacher centred, the teacher is the main role or the most involved person in the learning process.

As the very strong need as a teacher to be creative, in this era the teachers are advised to organise and implement the creative activity in the class to promote 21st century learning. As mentioned previously, teachers' creativity is important to be implemented. With the creativity, teachers are able to integrate technology in the class and make the students think critically. Al-Dababneh & Al-Zboon (2017) conducted the study about teachers' creativity, their belief about creativity, and creativity practice in Jordian shows that the teachers who have taught for less than 10 years has a higher belief of creativity than teachers who have taught for more 10 years. Other study conducted by Khodabakhshzadeh, Hosseinnia, Moghadam, & Ahmadi (2019) in Iran investigated the correlation between teachers' creativity and

teaching effectiveness. The result of the study shows that creativity of the teachers has a significant correlation with their teaching effectiveness.

Therefore, the research about teachers' creativity in teaching in the class was conducted. This study was intended to identify the discrepancy between the teachers in perceiving themselves in teaching creativity in the class and their implementation about teaching creativity in real teaching. 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. This research was conducted in Bali especially in Melaya since there was a little bit research that focused on teachers' creativity specifically on how they perceived and implemented their creativity in the real teaching.

1.2 Problem Identification

Creativity is one of the skills that must be executed in the class to promote 21st century learning. According to Robinson (2006) & Craft (1999) in Trnova (2014) creativity must be integrated in learning process and made as a learning basic skill. The techniques, activities and media that the teachers use to teach will demonstrate how creative they are in the real teaching in the classroom. Therefore, the teachers must be creative as well as to create the situation in the class more creative. As mentioned previously, one example of teaching creativity is using technology. The teachers who teach in the class that has complete facility will integrate the technology in the learning process and then will categorise themselves as the creative teachers. However, the teachers who teach in peripheral area that has limited technology will only teach the students using book and conventional media.

Then, they will also categorise themselves as creative teachers because they think it is not they who are not able in integrating technology in the class. It is because of the inadequate facility. So the book is the only media that they can use as creative as they can. Those two different perspective could be explained and proven by observing the teachers in teaching in the class.

From the mentioned problem, this research about teachers' perception and implementation about teaching creativity was conducted to prove and identify whether their perception is as same as their implementation or not. Commonly, when the teachers are asked to rate themselves, they are not willing to rate themselves as what they should. For that reason, the observation was conducted to gain a set of data to prove their perception. In addition, this study will identify the discrepancy that occurred between teachers' perception and the result of the observation in the class.

1.3 Research Limitation

This study was intended to identify the teachers' creativity in teaching in the class. Teachers' creativity were manifested from the theory of creativity by Boden (1998). The identification of teachers' creativity will be conducted on English subject and teachers in senior high school.

1.4 Research Problem

Based on the research background above, the problem of the study could be framed as follows.

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

2. How do English teachers in SMA N 1 Melaya implement their creativity in teaching?

3. Is there any discrepancy between how they perceive and how they implement the teaching creativity in the class?

1.5 Research Objectives

1. To analyse how English teachers in SMA N 1 Melaya perceive their creativity in teaching.

2. To observe how English teachers in SMA N 1 Melaya implement their creativity in teaching.

3. To identify the discrepancy between how they perceive and how they implement teaching creativity in the class.

1.6 Research Significance

1.6.1 Theoretical Significance

This study was used as an additional data of the teachers' creativity, how they perceive creativity of themselves and how they implement their creativity in the class in promoting 21st century learning.

1.6.2 Practical Significance

1.6.2.1 Teachers

This study could be used as a resource by the teachers on how to implement the creativity in the classroom and used as reflection of the teachers in implementing their creativity in the classroom.

1.6.2.2 Further Researcher

Further researchers could use this research as a resource to design similar study about teachers' creativity in different variables.