

PERCEIVED AND OBSERVED TEACHING CREATIVITY OF ENGLISH TEACHERS IN SMK N 3 TABANAN

By:

Nyoman Didit Suasta Adijaya, NIM 1612021145

English Language Education

ABSTRACT

This study was aimed to examine 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). SMK Negeri 3 Tabanan was selected as the research setting and two English teachers were selected as the research subject. 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: Creativity, Teachers' Creativity, 21st Century Learning

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Penelitian ini bertujuan untuk menguji bagaimana guru mempersepsikan kreativitas mengajar mereka di kelas dan bagaimana mereka menerapkannya di 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). SMK Negeri 3 Tabanan dipilih sebagai pengaturan penelitian dan dua guru bahasa Inggris dipilih sebagai subjek penelitian. Hasil penelitian menunjukkan bahwa 1) guru menganggap diri mereka kreatif dalam mengajar di kelas 2) mereka dikategorikan sebagai sedikit kreatif dalam mengajar kreativitas di kelas 3) perbedaan terjadi antara persepsi guru dan implementasi yang diamati di kelas karena dalam satu cara, para guru menganggap bahwa mereka kreatif, di sisi lain, pengajaran mereka sebagian besar fokus pada penggunaan media konvensional, pembelajaran offline dan media yang monoton dan kegiatan pembelajaran.

Kata Kunci: Kreativitas, Kreativitas Guru, Pembelajaran Abad 21