CHAPTER I

INTRODUCTION

1.1 Research Background

The education reformation in Indonesia is cannot be separated from the incessant government of implementing the 21st century learning system. The 21st century learning is the learning system that required student possess both soft-skills and collaborative skills with everyone or everything around them (McCoog, 2008). The 21st century learning system underlined the use of technology in the teaching and learning process. Boholano (2017) stated that 21st century learning optimizes the process of globalization and internationalization as well as the development of students' character inside or outside school environment. The use of digital media like projector, LCD, and online based learning are some new method that could be use in 21st century learning.

In 21st century learning, the use of project and problem-based learning is really necessary in classroom. Armagan, Sagır, Çelikc (2009) stated that students' problem-solving skill is really important for their life achievement. It is because in the learning process, teacher should look how the students possess new knowledge by solving some problems and look how the process of how they make some products in project-based. Bell (2010) stated that the students need to discover the real life problem and solve it in order to know more about their environment. Furthermore, Bell stated that the problem and project-based learning could help students to interact more with their friends and their society. This is related to the main concept of 21st century learning is group work. In group work, students could

learn how to respect other's opinion and how to be a good leader and a good member. Lombardi (2007) in her research found that students are highly motivated when teacher give the real life problem and ask them to solve the problem. In other words, 21st century learning could be defined as the best education system nowadays in order to improve students both self-knowledge and their ability to work with their friends. 21st century learning required the students to possess 4Cs skill in education. There are Critical Thinking, Communication, Collaboration, and Creativity. These 4Cs is the main concept and main things in order to lead students to be a good students with complete skills. Zubaidah and Malang (2019) explain that Critical Thinking mean students need to think more than what they should, or think out of the box in order to find out the answer of a complicated problem. Communication mean that students have to be able to communicate well with other people and should can presenting something in front of many people. Collaboration mean that students need to work with their friends in order to find the answer and the conclusion of the problem given by the teacher. Creativity mean that students have to elaborate more and more new ideas in order to solve problems.

The creativity in 4Cs should not only possess by students. Creativity need to be possessed by the teacher as well. As what have explained previously, the reformation of education and 21st century learning required teacher to be creative. It is related to the effort of building a good classroom atmosphere to support students' motivation to learn actively. Teacher's creativity is very important in teaching and learning process. Suciu (2014) stated that a creative person could move one step ahead than other people. It means that the creativity in this digital era is very important to face the 4.0 industrial era. Furthermore, Suciu in his

research stated that some factors that stimulate the creative process are: creative climate, composed of group and mentor; collateral passions; any kind of games; contradictory discussions with one's colleagues; ensuring the tranquillity necessary for meditation during the periods of creative trance. It means that creativity is not something that we have possessed since we were born, but creativity is the result of training and habit to be creative every day. As an important of the creativity the teacher should possessed it by train more and adapt with something new not as an obstacle, but as the knowledge to improve their creativity in teaching and learning process.

Indonesia is shifting the education system by changing the learning technique from teacher-centred to students-centred. In teacher centred-learning, the role of the teacher in the classroom is as the main information source. Todorescu, Mitroi, and Greculescu (2015) stated that in the passive classroom condition, teacher is the main information source in the classroom. It means that in teacher-centred learning technique, the students do not need to find any information from the other source. Students only need to listen carefully what their teacher tell to them and write down the important thing in their notebook. Bacud (2017), stated that in teacher-centred learning technique, teacher only need to master their material and try to deliver it to the students by lecturing. Teacher do not need to master any other skills in teacher-centred learning technique because the students will only receive what teacher tells them without any active contribution to find out the example and the truth in real life. Muganga & Ssenkusu (2019) explained that teacher – centred makes the students as a *"Good Listener"* because they will listen carefully to the teacher without any doubt, but in the same time it will make students

a *"Weak Thinker"* because they will prefer to make what teacher says in front of the class as an absolute truth without any doubt even their teacher do not give them an example in real life. The teacher-centred was applied for very long time in Indonesia. Nowadays, the government especially Ministry of Education tried to shift the role of the teacher as a main information source become the facilitator. Nuraida (2010) stated that conventional education which make teacher as a speaker and students as a listener was something old. Indonesia needs a renewal of the education system. It is related to the technological era that makes us have to prepare for the future possibilities. In technological era, it is impossible to not include technology in the teaching and learning process. It is because the technology is the main element in people's life nowadays (Keswani, 2008). Both students and teacher could search the information from unlimited source in the internet. Unfortunately, the change of teacher role in Indonesia still not evenly distributed in all area. This gap related to the different facilities and there are some areas have a very hard access to reach. Damayanti (2018) in her research found that Indonesia still have 1 from 100 areas that need help in order to fix their education. Furthermore, Damayanti stated that there are some factors that makes this educational reformation is still not distributed well in Indonesia. One of those factors is the focus of the education development is still in the city. This makes the students in isolated area, who supposed to have the same right as students from the city could not get their right. The government have to fix this problem in order to make education system in Indonesia run as what we expected since long time ago.

This kind of study become very important since creativity become the basic skill of 4Cs skill. Creativity could create a good classroom atmosphere and engage

students to apply the other skills. (Nakano, 2018) stated that creativity could be the bridge to create innovation which will make life better. However, creativity become more and more important in the implementation of 21st century learning.

Creativity based on Runco and Jaeger (2012) requires both originality and effectiveness in order to be useful for all. Originality means that the product should be new or an upgrade from the previous product as an output of the process. Effectiveness means that the product could be use everywhere and every time by the different person. In the same topic, Gerlovina (2011) stated that creativity is what happens when an individual produce something that is novel as well as appropriate, generative or influential. In other words, creativity could be defined as an ability to create something new.

In his theory, Sternberg (2006) stated that the creativity could come to a person as a result of some aspects, namely intellectual skills, knowledge, motivation, and environment. Intellectual skills, based on Sternberg (2006) could be defined as three different meaning, (a) a skill to see problems in different ways and to escape the conventional thinking of problem solving, (b) the analytic skill to recognize which of one's ideas are worth pursuing and which are not, and (c) the practical–contextual skill to know how to persuade others of to sell other people on the value of one's ideas. Intellectual skills could influence someone to be creative because of the people with a good intellectual skill will think one step forward than people with lower intellectual skills. It makes people with good intellectual skill will be able to think out of the box about something and to create something new. Knowledge could affect someone's creativity because a person should know and master their field in order to move forward and find something new. Someone's

Motivation to be different and to be more than other people around them will support him or her to be creative and produce something novel in order to be what they want. If the Environment could support and give reward to someone's creativity, then the chance for people to be creative will be increase. Furthermore, Stenberg in his research conclude that creativity is all about decision making that anyone can make but less people would do because there will be a good or bad consequence based on the environment and society.

According to Boden (1998), creativity could be divided into 3 different types, namely Exploratory Creativity, Transformational Creativity, and Combinational Creativity. Exploratory comes from word "Explore", which require person to explore new idea as an innovation. Transformational comes from word "Transform", which require person to change the old idea become the new or modern idea. Combinational comes from word "Combine", which require person to combine more than 1 ideas in order to create new idea.

As the very strong need as teacher to be creative, related to create something effectively for their classroom so students learning atmosphere in classroom will be good. Based on previous study, which was conducted by Avila (2015) with the topic of the teacher's creativity in promoting EFL learning. In this study, Avila conducted the research in Colombia private English teaching. This research was aimed to find out the effect of teacher's creativity on students' academic achievement. Eleven participants—young adults from 20 to 25 years old-agreed to be a part of this pedagogical intervention after they were explained how effective the use of creativity may be in an educational setting. Students were at an intermediate level in the English language. In this research, Avila divided the activity into some topics.

The first topic is remembering English grammar and structures, the second topic is creating a fictional story, promoting creative writing, boosting vocabulary through screenwriting, sharing a speech, circles of life, drawing and speaking, asking and answering questions, and students' autonomy in creating their own activities. In each activity, Avila applied different technique that include the game and critical thinking skills in it. Avila analyse the data in each activity by using descriptive qualitative method without any scoring rubric. The result of this study is the classroom atmosphere could be more original and went out from the ordinary style or teaching and learning. In this result, teacher's creativity to make the media and create a good activity was the most important thing that should be possessed by the teacher.

The other research was conducted by Henriksen (2018) with the topic of creativity and technology use in teaching and learning process in context of international perspective. This research is a qualitative descriptive research which aimed to know how the teacher's creativity and technology is emerged or failed to emerged in classroom. In this research, the researcher compared the emerging of creativity and technology in six different countries, namely Australia, Bulgaria, the Czech Republic, Finland, Slovakia, and the U.S. The researcher tried to discover the relationship between creativity and technology application as well. The data was conducted from different sources in order to find the conclusion. The researcher conducted the data from every countries' education policy and analysed it by see if there is a creativity including in the policy. The result of this research shows that in every country there are different problems faced by the government in emerging creativity as a "skill" that should be possessed by all teacher as a basic competence.

In this case, the researcher found that the U.S. have the worst performance in doing this thing. The practice of being creative should be the main issue that should be fixed by the government of every country. The consistency of this effort is a very important thing as well instead of do this for only a period of time.

Therefore, in Indonesia, especially in Bali there are no research focused on teacher's creativity. Suciu (2014) stated that creativity is the most important thing to be built in the classroom for both teachers and students. By considering this fact, this research is focus on teacher's creativity. This research was the part of a big study which conducted data of schools from each region in Bali. The data in this research taken from the subject in SMK Negeri 3 Tabanan according to the lottery. The subject was 2 English teachers in SMK Negeri 3 Tabanan. This research used Qual-Quan method to explain the data. Qual-Quan means that qualitative was the main data of this research while the quantitative data support the qualitative data. The novelty of this research is the area of the research is in Senior High School especially in Bali. The other novelty of this research is in the previous study there were no 21st century skills that include in the research.

1.2 Research Problem Identification

In this 21st century learning era, one of the most important things to do is teaching creatively in order to gain students' interest of the material. Teacher's creativity indicate that teacher master the material well and could make students think creative as well. The problem is teacher's perception and the reality in the classroom could be the same or completely different. In order to be a creative teacher, teacher should apply the Exploratory, Transformational, and

Combinational creativity in all three steps of teaching. Teacher mostly apply the creativity in whilst-activity without pay attention to the pre-activity and post-activity.

This research discovered the difference between how teacher perceive and how they perform their creativity in classroom. This is related to how some teacher might think that they have teach creatively but the fact is not as what they think. Their creativity measured by using some instruments in order to find the answer.

1.3   Research Limitation

This study is limited on discover the level of teachers' creativity, especially in English course which included into three creativities, namely Exploratory Creativity, Transformational Creativity, and Combinational Creativity. Teachers' creativity was measured by the criteria in order to find the level of both teachers' perception and the fact as observed. Based on the research identification, this study will discover the discrepancy between how English teacher perceive and how they perform their creativity in teaching. This research will focus on 3 steps that will lead to the answer of the research questions. First step is discover how teacher perceive their creativity by using self-rated questionnaire that will be filled by the teacher, second step is how teacher perform their creativity in teaching by using classroom creativity observation that will be filled by the researcher, and the third step is analyse the difference between how teacher perceive and how teacher perform the creativity according to the result of the previous steps.

In addition, this research was conducted in SMK NEGERI 3 Tabanan with the focus of this study is teacher's creativity. The subject of this study was 2 English

teachers in SMK NEGERI 3 Tabanan based on the willingness from teacher themselves. The instruments use in this research were Self-Rated Questionnaire and Classroom Creativity Observation.

1.4   Research Problems

Based on the background above, the problem of the study can be formulated as follows:

1. How do English teachers in SMK NEGERI 3 Tabanan perceive the creativity in English teaching?

2. How do English teachers in SMK NEGERI 3 Tabanan perform the creativity in English teaching?

3. Is there any discrepancy between how the English teacher in SMK NEGERI 3 Tabanan perceive and perform the creativity in English teaching?

1.5   Research Objectives

Based on the research question, the aim of the research can be formulated as follows:

1. to find out how the teacher perceive their creativity in English teaching in SMK NEGERI 3 Tabanan.

2. to discover how teacher perform their creativity in English teaching in SMK NEGERI 3 Tabanan.

3. to analyse the discrepancy between how English teacher in SMK NEGERI 3 Tabanan perceive and perform the creativity in English teaching.

1.6 Research Significance

a. Theoretical Significance

   The result of this research is expected to enrich the reader knowledge about how important is the teacher's creativity in teaching and learning process. In addition, the result of this research is expected to change reader's mindset about teaching and learning strategy that have to be change as the change of the era.

b. Practical Significance

   a. For teacher

      The result of this research could change teacher's mindset that teacher should give students chance to improve them self by searching the information by their own.

   b. For students

      The result of this research could help students to think creatively as well as the teacher because students are expected to be creative as the teacher in searching for the information from other sources.

   c. For other researchers

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