

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

In the 21st century era, technology has also been growing rapidly and requires human resources that can work with machines or various information and communication devices. Therefore, each individual must also master skills that will not be done by machines or other electronic devices. In facing the globalization era, the people are prepared to ready follow the development of era. It starts from developing the human resource to able to solve complex problems related to life in a competitive and technology intensive world (Anagiün, 2018). Therefore, the current era influenced the education field that as a bridge of people to study and get the knowledge. The learning in this era became popular term as 21<sup>st</sup> century learning. The framework of 21<sup>st</sup> century learning skills are communication, collaboration, critical thinking, creativity (Anjani, 2018). Those defined skills could be described as 4c and those four skills must really be mastered. This current education requires students to be able to compete and have competence so that they can develop reasoning, logical, systematic and critical thinking. Deniz & Tican (2018) stated that Adaptation could be a new challenge for people because 20th century skills are different from the 21st century and new information and communication technologies have emerged and developed in this era.

Based on the challenge of 21<sup>st</sup> century learning, the teachers should implement the 21<sup>st</sup> century learning which contains some skills and teaching pattern that related to current era like involving the technology in learning. The teachers also have to lead the students to use their own thinking to explore and figure out the material by themselves. It makes the students more active and directly involved to the learning process. The teacher could lead the students to use their own thinking to explore and figure out the material by themselves. It makes the students more active and directly involved to the learning process, therefore the students will be easier to understand the material and mastering the knowledge. As we know, technology has been integrated to the education field. K13 is newly education system of Indonesia that become a bridge to prepare the Indonesian students ready to face the challenge of the world. In K13, the learning process have to use technology in its implementation. Learning that uses technology is often referred to E-learning. By implementing E-learning that will use varieties of technology, the students will highly active and interesting to the learning process, therefore, the material will be understood easily. The students feel satisfied when they are taught through virtual learning as different aesthetic, the factors that influence is the interactive graphics, sound, and video deeply encourage the students into the learning (Al-Juda, 2017).

Learning process in promoting 21<sup>st</sup> century learning requires well prepared planning for the its implementation. Various activities, medias and tools have to prepare to support students centred learning and also be able to create interesting and effective learning process. Besides that, the teacher should be able to motivate and organize the class especially the class that apply students centred learning. All of those aspects are how the way the teacher prepares a good learning and it obviously needs the creativity of the teacher. According to the challenge of 21<sup>st</sup> learning, the creativity becomes crucial aspect that should be involved in teaching. Creativity is an ability to create new ideas that are unique and ability to renewing the existed ideas to be different from the others (Runco & Jaeger, 2012). As the requirement of 21<sup>st</sup> century

learning, the teachers' creativity became crucial thing to involve in the learning process. Teacher's creativity is about the use of imaginative approaches to make learning more interesting and effective whereas teaching for creativity refers to efforts put to develop learners' critical thinking and creativity (Cayirdag, 2017). Therefore, every effort that have done by the teacher to develop students' skills is belong to teacher's creativity. For example, teacher should prepare the material, medias, even her skill before teach in the class that use student-centred learning. The teacher must develop his creativity to create good classes that implement student-centred students. The personal capacity of the teacher is very influential in developing his creativity. Teachers also have to explore their own potential in order to be able to express their creativity for classroom learning. Torrance (1972) stated that creative teachers have various options for managing classroom problems, creative teachers can inspire and motivate student creativity as a role model. In preparing every aspect that is required in learning process, every teacher has different ability to do that. According to Gardner in Kinai (2013) every creative individual is endowed with the ability to visualize, shape, and produce ideas themselves. Therefore, each individual has their own creativity in learning, especially in promoting 21<sup>st</sup> century learning. The teachers also have different level of creativity. It could be seen by taking a look to the perception of teacher about their own creativity. Based on Limantara (2017) Perception is defined as thinking about various kinds of stimulus related to (color, aroma, sound, taste, feeling) captured by an individual to evaluate something. Therefore, the teachers' perception means the ability to see, hear, or become aware of something especially their creativity through the senses.

Several experts define teachers' creativity into several categories, namely producing a new and unique teaching method, variety strategies, and have strong commitments to promote learners' learning success through effective ways (Arifani & Suryanti, 2019). By preparing teaching creatively, instructors will enjoy more in teaching their students. That will directly

give good effect to students and the classroom atmosphere will be conducive. The study that was conducted by Kinai (2013) aimed to figure out whether age, gender, and teaching experience influence the creativity of postgraduate student-teacher counselors. However, this study showed that age, gender and teaching experience did not have a significant effect on the teacher's creativity. It is influenced by other factors, such as divergent thinking, intelligence, and training.

Furthermore, the teachers' creativity is a thing that have to involve into learning process. The differences between how teachers perceive their creativity and how they implement it were crucial to investigate. The factors that create differences are very important to find out by interviewing the teacher. The results of the interview will reveal and clarify what factors actually affect the teachers' creativity.

## **1.2 Research Problem Identification**

In the current era, teachers are required to use various methods, strategies and media to support the learning models needed in 21st century learning. Diverse learning methods and strategies are needed to improve students' 21st century skills which include speaking, listening, reading and writing. Besides, 21st century skills require not only cognitive aspects but also affective and psychomotor aspects. Therefore, 21st century education requires students to be able to compete and have competence so that they can develop reasoning, logical, systematic and critical thinking. Those skills must be acquired by the students in accordance to the rapid development of technology in this era. Moreover, in globalization era, the technologies have been integrating to the educational field in order to make modern education that prepare the students in facing the challenge of the 21<sup>st</sup> century. Therefore, the teacher as instructor in the class that directly face the students should have ability to apply whole things that is needed in implementing 21<sup>st</sup> century learning. Furthermore, the challenge to use varies method and strategy in teaching require the teachers' creativity of teacher beside the teachers' pedagogy



itself. Learning method and learning strategy that cover the technique, activities, and media used in teaching could show how creative the teachers in learning process. Some examples of criteria for being creative are designing a variety of activities for students, using a variety of media, and creating innovative and interactive classes. In the use of media, the use of technology-based media is emphasized so that students are familiar with technology and make learning more interesting. In addition, conventional media is also needed when teachers and students have to face a situation where technology-based media cannot be used. Creative teachers can also combine a variety of activities and media, even creative teachers can modify the function of an activity and media. When teachers teach creatively, students will be interested in participating in learning and maximizing the transferring of knowledge to the students. The use of unique and innovative learning can stimulate students to think more critically and creatively. However, teachers usually consider themselves creative when using only a number of learning media. This may be due to the lack of understanding of teachers toward the criteria of being a creative teacher. In fact, as explained earlier that creative is not only related to the use of the media, yet the activities, teaching strategies and the ability of teachers to innovate also become a benchmark of teacher creativity. Moreover, the creativity that implemented by the teacher in the class could have same level as what the teacher perceives about his creativity, or sometimes the creativity that implemented in the class is very different with the teacher's perception toward their creativity. This phenomenon is caused by several factors that influence the implementation of creativity by the teacher. Therefore, research on teachers' creativity is very interesting to do, where in looking at the actual level of teachers' creativity requires perceptions from teachers themselves about their creativity. In addition, observations into the classroom are also very important to see directly how the creativity of teachers in its implementation in real class. The data in observation could be made as comparison whether the teachers' perception is the same or different from when they implement the creativity in the

classroom. When there are differences between how teachers perceive their creativity and how they implement it in the classroom, the factors that create differences are very important to find out by interviewing the teacher. The results of the interview will reveal and clarify what factors actually affect the teachers' creativity so the discrepancy is arisen. Therefore, after carrying out the three processes, accurate data will be found about the actual creativity of the teacher.

### **1.3 Research Limitation**

This study was conducted at SMKN 1 Negara by focusing on the identification of the EFL subject in that school. This study was intended to identify the teachers' perception toward their creativity and the fact when the teachers apply their creativity in EFL class. The elements of teachers' creativity were manifested from theory of creativity by Boden (1998).

### **1.4 Research Questions**

1. How do English teachers in SMKN 1 Negara perceive their creativity in teaching?
2. How do English teachers in SMKN 1 Negara perform their creativity in teaching?
3. Is there any discrepancy between how they perceive and how they perform the teaching creativity in the class?

### **1.5 Research Objectives**

1. To figure out how the teacher perceive their creativity in English teaching in SMKN 1 Negara
2. To observe how teacher performs their creativity in English teaching in SMKN 1 Negara
3. To analyse the discrepancy between how English teacher in SMKN 1 Negara perceive and perform the creativity in English teaching.

### **1.6 Research Significances**

### **1.6.1 Theoretical Significance**

The results of this research were expected to be additional knowledge for readers about the importance of teacher creativity in 21st century learning and can also be a reference for further research which is certainly related to teacher creativity in promoting 21st century learning. Enrich studies on creativity in the context of teachers in Bali in learning English as a foreign language, to enrich TEFL courses.

### **1.6.2 Practical Significances**

#### **1.6.2.1 Teacher**

The result of this research could make the teacher explore their creativity to engage the students to the learning process and make students use their own thought to master the material.

#### **1.6.2.2 Further Researcher**

The result of this study could be used as reference for the researcher that want to conduct related research about teachers' creativity topic further.

