

**PERCEIVED TEACHING CREATIVITY AND STRATEGY OF
IMPLEMENTATION IN DISTANCE LEARNING ACTIVITIES
IN SMK NEGERI 1 SINGARAJA**

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ABSTRACT

This study was aimed to examine on how the teachers perceived their teaching creativity and how they implemented it in distance learning. The focus of the research was to identify the discrepancy between teachers' perception and facts as observed in teaching creativity in the distance learning. Embedded mixed 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 1 Singaraja was selected as the research setting and three English teachers were selected as the research subject. The result demonstrates that 1) teachers perceived themselves as creative in conducting distance learning 2) teachers were categorized unlikely creative in conducting distance learning 3) the discrepancy occurred between teachers' perception and the observed implementation in distance learning since on one hand, teachers perceived that they were creative, while on the other hand they did not conduct distance learning in a proper platform, and rarely conducting innovative activity and inserting contextual problem as learning material, also rarely modify the use and form of media to be unique and creating attractive activity in distance learning.

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

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Penelitian ini bertujuan untuk mengamati bagaimana guru mengpersepsikan kreatifitas mengajar mereka dan bagaimana mereka mengaplikasikannya pada pembelajaran jarak jauh. Fokus dari penelitian ini adalah untuk mengidentifikasi penyimpangan antara persepsi guru dan fakta sebagaimana mereka mengajar. Embedded mixed method digunakan sebagai desain dari penelitian ini dimana satu data akan lebih dominan dari data yang lain. Pada penelitian ini, data kualitatif lebih dominan daripada data kuantitatif atau QUAL (Quan). SMK Negeri 1 Singaraja dipilih sebagai setting penelitian dan tiga guru dipilih sebagai subjek penelitian. Hasil penelitian menunjukkan bahwa 1) guru mempersepsikan diri mereka sebagai kreatif dalam melaksanakan pembelajaran jarak jauh 2) guru terkategori sebagai kurang kreatif dalam pelaksanaan distance learning 3) penyimpangan terjadi pada bagaimana guru mempersepsikan kreatifitas mereka dan bagaimana pelaksanaan mereka di lapangan. Mereka mempersepsikan diri mereka kreatif, sementara mereka tidak melaksanakan pembelajaran jarak jauh dengan media yang tepat, jarang melaksanakan aktivitas yang innovative dan memasukan masalah contextual, dan juga jarang memodifikasi media dan aktivitas di pembelajaran jarak jauh.

Kata kunci: Kreativitas Guru, Pembelajaran abad 21, Pembelajaran jarak jauh