

INTRODUCTION

Research Background

The rapid development of technology which also affect the educational field in 21st century created a new idea of teaching and learning in 21st century, which is called 21st century learning. The characteristics of 21st century learning is based with a more modern idea in order to keep up with the rapid improvement in this era. 21st century learning has 3 characteristics, they are the use of technology in teaching and learning process, student centered learning, and 4C skills According to Boholano (2017) 21st century learning begins with the integration of technology in teaching and learning process. In 21st century learning student-centered also becoming more popular because the advantages and the benefit of it. 21st century learning also create a requirement of certain skills to be mastered, the skills are creativity, communication, collaboration, and critical thinking. These four skills that need to be mastered in 21st century learning known as 4C. Then, 21st century learning is always related to technology, student centered learning, and 4C skills.

One characteristic of teaching and learning process in 21st century is the use and advancement of technology which is in a rapid development process. Technology defined as a tool to help human in faced difficulties in life (Ozdamli, 2017). Most people nowadays use machines and computers to make their work easier (Dede, 2009 in Deniz & Tican, 2018). Which is why technology could be very helpful including in the teaching and learning process. This including the development of teaching and learning media that now emerged with the use of

technology. For example, is the use of video or picture rather than just a text to explain some materials to students. There is always a new technology innovation introduced. Including the development of media that could help teacher in teaching and learning process. These technology-based media also could draw more attention from students since most of them now are more interactive.

Romiszowski (1992) justifies that Educational Technology Media can be categorized from the most common equipment used in schools, which is the textbook, and the blackboard, to modern media such as high-tech computer equipment, LCD, Internet and digital cameras. Further, these technologies could make the teaching and learning progress became more effective and efficient than before, (Ali, 2009) states that the success of learning determined by two main components namely teaching methods and learning media. This is why technology is one of the characteristics in 21st century learning. Technology offer a lot of benefits, especially as the form of media in teaching and learning process. Because technology not only acted as a tool to gain attention, but also to help teacher what they cannot do such as displaying video for a better learning experience.

There are positive side within the rapid advancement of technology of 21st century. One of the positive effects of the advancement of technology is the development of internet. People could access information or to conduct a non-face to face communication with other people. There is much information that can be search in internet and it can help students to learn and support teacher to access more wide information (Rearden. et al, 2017). The development of information technology creates a resource for education as a content (Gorgoretta, 2019). With such a wide variation of information available within one click away, teacher could

use this opportunity as creative as they can. With these kinds of technology, the role of teacher could change into a facilitator. Because students could find anything in the internet that has a very large selections of information, while teacher give them the reliable source of information. Then, technology, could support the process of student-centred learning.

Student-centered learning model has its own advantages that differentiate it from another model. Rogers (1983) and (Staff, 2010) states that student centered is a learning process that makes students think critically and involved in the learning process. Which is make them less passive and more active in learning the material, because they are directly involved. Not only involved they are also the main actors in the teaching and learning process. Students need to solve their own problem, while teacher only act as a facilitator. The roles that exist in the learning process of student centered and teacher centered are also very different and go through changes. At student centered, students are required to be more responsible with the material that they receive. However, it does not mean that teacher's duty got easier because of it. Otherwise, teacher even need to ensure whether their students could master the learning skills as demanded in 21st century learning particularly in distance learning, one of the impacts of Covid-19 pandemic.

In the beginning of 2020, the Corona virus outbreak happened across worldwide. This situation forced the government create physical-distancing protocol to prevent the spread of the Corona virus even further. Teaching and learning process also affected, because the school need to be closed. For SMK Negeri 1 Singaraja as one of the schools that conduct distance learning, distance learning is not that a big deal anymore compared to years back because now internet

is available anywhere. Most of the internet today also so reliable that a real time face to face distance meeting is possible even with 20 people. Platforms to conduct a non-real time distance learning also widely available and free to access even for handheld device such as smartphone. However, teacher need to face many limitations to conduct a distance learning session. Conducting a non-real time distance learning demand a very intricate planning, while a real tie distance learning may cost a much and require a better internet connection.

Distance learning could be implemented in two ways, which are asynchronously and synchronously. Asynchronous learning is an interactive learning community that is not limited by time, place or the constraints of a classroom (Mayadas, 1997). Asynchronous learning refers to instruction that is not constrained by geography or time” (Khan, 2005). It is mean that teacher do not need to be at the same place and at the same time with the students in order to teach them. Teacher could be in a different place and at a different time with their students. In contrast, synchronous learning happens when the teacher and the students could be in the same or different place at the same time. Synchronous learning must include two components, they are interactions and time with their students when they want to conduct a teaching and learning process (Khan, 2006). Which is mean that the differences between synchronous and asynchronous learning is in the matter of timing. Whether it is asynchronous or synchronous, teacher have to make sure that distance learning activities could help students to develop their own skills.

As it is demanded in 21st century learning, the teaching and learning process should help students be able to be creative, think critically, communicate well, and collaborate. This is mean that in order to keep up with the latest trend of education,

teacher need to emphasize these four skills in teaching and learning process. The first skill is creativity. creativity means that people need to produce, implement or thinking about something new, which is creating a new idea. Pllana (2019) mentioned that creativity is the effort to make something new from nothing New ideas mean that the use of different idea from all ideas that already exists. Second skill is critical thinking. Trilling & Fadel (2009) point out that critical thinking and problem-solving skills include the ability of individuals to reason effectively, solve problems, analyse and evaluate alternative points of view. Third skill is communication. Rivera (2010) stated that communication is skill of the 21st century that its integration in EFL classrooms becomes a must not an option. It refers to any interactive mutual attempt of two or more individuals. The fourth skill is collaboration. Ghaith, (2018) mentioned that collaboration is sense of cooperation, sharing responsibility. and accountability

To achieve 3 demands of 21st century learning while maintaining the distance learning during the COVID-19 pandemic protocol, teacher need to be creative. Teachers' creativity is very important especially during the distance learning session because in distance learning, the information and instruction are in a form of certain media. Creating a proper distance learning session also need a different way of planning compared to usual Indonesian syllabus face to face teaching and learning process. It is including the task to manage the teaching and learning process in order to make teaching and learning process occurs optimally, so students could achieve the goals of every learning session. As Ali (2009) states that the success of learning determined by two main components namely teaching methods and learning media. Teacher's creativity in teaching and learning process could be

observed in a way of how they choose the right method, technique, strategy, and, media for the right scenario of teaching and learning process. Teacher also could improve this by integrating what is trending in the real world into the teaching materials, so students may feel more interested.

Creativity can be interpreted as a teaching that could develop people creative thinking (Ehtiyar & Baser, 2019). Which is means that not only the teacher that need to be creative, but also the student. Teacher need to be creative enough to find the way of how they could trigger achieve 21st century learning characteristic in classroom. It could be seen from the learning process conducted by the teacher. When they could implement new learning technique and use certain media in the class that could make the atmosphere in the class feel more interesting, it means that they could use their creativity in learning process. The importance of using creativity in conducting the learning process in this era is much needed by the teachers. 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. A study conducted by Khodabakhshzadeh, Hosseinnia, Moghadam, & Ahmadi (2019) in Iran investigated the correlation between teachers' creativity and teaching effectiveness. The result of the study show that creativity of the teachers has a significant correlation with their teaching effectiveness. Which is means that teachers' creativity is one important factor that determine teaching and learning process success.

Teacher's creativity is important, that it could be one factor that could determine the success of teaching and learning process. It is so important that if it is not considered to be emphasized, it could bring a negative effect. If teacher

choose to neglect the importance of creativity it could affect teaching and learning process in classroom. Teacher who are not choose to be creative in teaching and learning process, create a monotonous atmosphere in classroom. Which is a bad thing to happened in teaching and learning process. Because the lack of innovations and something new could make the class situations less interesting, thus the students could feel bored. If students feel bored, the teaching and learning process could not occur optimally. Because students cannot receive the material properly when they are bored.

If the teacher does not properly implement their creativity during teaching and learning process, it could lead to an unwanted situation. The state where students cannot receive the material properly could happened because the lack of teacher innovations happens over time. The lack of innovation during teaching and learning process create a monotonous atmosphere in which students may feel disengaged into the teaching and learning process itself. This situation could make the teaching and learning goals could not be achieved by students. If this kind of situation continuously happens, it could create a chains reaction where it leads to a condition of the failure to reach the goal of each material along the academic year, and make the students could not catch to the state where they should be. That is why teachers' creativity need to be emphasized by every teacher.

Based on the explanation before, it can be seen that in this 21st century learning era, teacher's creativity is very important to meet the requirement of three characteristics of 21st century learning, especially during the implementation of distance learning. This research is important because the result of this research will show how teacher perceive and implement creativity during the distance learning

session. Thus, researcher will conduct a research about English teacher's creativity in SMK N 1 Singaraja.

Research Problem Identification

In 21st century learning one of the skills that need to be mastered by students is creativity. In preparing the students to be creative, teachers need to be creative in providing an encouraging teaching and learning atmosphere. Teacher's creativity during face to face meeting covers a wide variety of variables, including how they engage students, which method or strategies they use, and what device or tools they use. Additionally, to be a teacher in Indonesia a person at least has a bachelor degree, which is mean that teacher in Indonesia are educated people. Then, teacher must already know what is creativity, how to be creative, and how to implement it in teaching and learning process. However, during the global pandemic situation in which distance learning is necessary to make sure that teaching and learning process still occurs while maintaining the safety protocol released by the governments.

From mentioned problem, the researcher would conduct a research about teacher's creativity and how they implement it in distance learning. This research aims to observe the discrepancy between how they perceive their creativity and how they implement it in the distance learning process. The researcher is conducting this research because every English teacher belong to a certain level of creativity. Thus, this study give the English teacher assess themselves whether they could admit their self-creative or not in learning process. In which later this self-assessment compared to teachers' actual performance during distance learning. The questionnaire would be used as an instrument to perceive and observe teachers' creativity in promoting 21st century learning in EFL classes.

Research Limitation

This study was conducted in SMK N 1 Singaraja, which is the representation of vocational high school in North side of Bali. This study also only covers about English teachers in academic year of 2019/2020. Three English teachers were pointed as the sample of this study, to represent English teacher in General. This study only investigates the topic of creativity, especially discrepancy between how teacher perceive and implement teaching creativity in the class. Furthermore, this study was proposed to be conducted by directly observe teacher performance in classroom. However, due to the circumstance of quarantine and Covid 19 health protocol, classroom teaching and learning process were carried on into distance learning. This later resulted in the immediate adaptation to the current situation to make this study could be conducted as soon as possible. The adaptation was the change of classroom variable into distance learning, in which it was also affected the instruments. The instruments then re-evaluated to make it compatible to the distance learning situation. In addition, the theoretical review of distance learning was also added, in order to create a better theoretical foundation for this study.

Research Questions

1. How do English teachers in SMK N 1 Singaraja perceive their creativity during the distance learning session?
2. How do English teachers in SMK N 1 Singaraja implement their creativity in distance learning session?
3. Is there any discrepancy between how they perceive and how they implement the teaching creativity in distance learning session?

Research Objectives

1. To analyze how English teacher in SMK N 1 Singaraja perceive their creativity in distance learning session.
2. To describe how English teacher in SMK N 1 Singaraja implement their creativity in distance learning session.
3. To describe the discrepancy between how they perceive and how they implement teaching creativity in distance learning session.

Research Significance

Theoretical Significance

The result of this study expected to give a contribution as an empirical evidence and source of additional data about teachers' creativity, how they perceive creativity, and how they implement their creativity in the class in promoting 21st century learning.

Practical Significance

Teacher

This study could be used as a resource of information by the teachers of how to implement creativity in the classroom, also could be used as reflection of how to implement their creativity in the classroom.

Further Researcher

The result of this research expected to provide reference for further researcher in topic of teachers' creativity. Future researcher also could design other research by investigating different variables other than teacher's creativity.

Policy Maker

The result of this study could be used as a data by policy maker as a reference of a consideration to create any policy related to teachers' creativity

