

CHAPTER I

INTRODUCTION

1.1 Research Background

The quality of teaching and learning process needs to be manifested in 21st century learning. 21st century learning has three characteristic that exist in teaching and learning process. Those are students centered learning, the use of technology in teaching and learning process, and 4C skill, where it is adapted to developments in this modern era. Student centered learning need to be used in 21st century learning because has lots of benefit for students and teacher in teaching and learning process. The integration of technology also need to be applied in 21st century learning, especially for teacher technology is very helpful in the process of making and implementing learning materials. 4C skills need to be mastered in 21st century learning which the skill are creativity, communication, collaboration, and critical thinking. These three characteristics will always be present in 21st century learning.

Indonesian government has been doing development of curriculum in order to improve the education system and follow the 21st century learning process. And the latest was the reformation from KTSP curriculum into K13 in 2013, and revised it in 2016. The thing that makes K13 different from previous curriculum is that the fact K13 is the first curriculum in Indonesia that emphasizes student-centered learning. In student centered learning, teachers only as facilitators, while students become more active in carrying out the learning process. This classroom teaching method focused on student's need and interest in learning.

Student and teacher centered learning have several differences including how to implement, how to assess, and also motivation to learn (Jacobs & LengToh-Hen, 2013). In teacher centered, student just listen the material from teacher explanation so that student can't conceive the material. Student does not have chance to express their opinion in class. This thing will obstruct student critical thinking to develop new knowledge. Thus, this could lead to a state where the students become passive in teaching and learning process. So, in student centred students are more active involved in learning process. It makes students would be more motivated because they learn independently so they would be fully involved in the learning process to find solutions to the problems they get and would active in the class (Jacobs & LengToh-Hen, 2013).

Teachers' intervention in teaching and learning process mostly decreased because of student-centred learning. However, it is not mean that their task getting easier because of this. Teacher task as a facilitator is not only watching the students do the task in the classroom. But they also need to engage the students so they are learning actively in the class, and gain some new knowledge. Teacher could engage students by doing or implement something that may make them interested. That is why teacher also need to think what they need to do to engage the students. Teachers are required to be professional in teaching. It means that in 21st century learning, teachers' tasks are not getting easier. But it is getting harder, since it needs some thought and innovations to be able to catch up with the latest trend of teaching and learning process.

Other characteristic of 21st century learning is the use of technology that is integrated into teaching and learning process. This is also stated by Boholano

(2017) 21st century learning is learning that begins with the integration of technology in the learning process. The benefits of the use technology in teaching and learning process are could make students feel more interested to learn and could make learning process more creative and innovative. This means that every teacher needs to integrate technology to take a part in teaching and learning process. However, the fact is different in the field. There are still many teachers need to face limitations of integrating technology in learning process.

Nowadays, technology is not difficult to access anymore. It can be seen from the use in every aspect in our life including in the field of education. In education, it might be a main necessity. The main thing in teaching and learning process is transferring and receiving knowledge, but successful education also seen from the media used such as technology. Teacher may use technology as learning media that make easier for student to understand the courses.

Technology, have been used in learning process and almost in all activities in our daily life (Yudha, Dafik, & Yuliati, 2018). Both teacher and student could find a lot of information by searching in the internet. There are wide variations of information available in the internet. Internet helps teacher provide material for students. From internet students directly learn about instructions that teacher gave and students learn the use of technology. All of the information and teaching materials are available on internet. Teachers and students may access it anytime. So, the learning process between students and teachers will become more practical without worrying about time.

Education in 21st century produces four learning characteristics named 4C, and the components are Critical Thinking, Creativity, Communication, and Collaboration. These four components need to be implemented in teaching and learning process. For this reason, there are skills that teacher must be mastered along with 4C. Teacher must have digital skill (master the technology), and communication skill (process of communicate the subject and give opinion). Create learning model could be used to improve generation in 21st century. There are some learning model that teacher may implement for students, namely student teams-achievement division (STAD), Jigsaw, numbered head together (NHT), teams-games-tournaments (TGT), team accelerated instruction (TAI), and cooperative integrated reading and composition (Hossain & Ariffin, 2018). Teacher have to be creative in making learning material and integrate it with those learning models in order to make student learn and help them in understanding the materials.

Then, in 2020 the Corona virus pandemic started to spread across worldwide. This situation makes the government prepare all of health policy. This matter also has a profound impact in education. The learning process changes because of schools were closed. Distance learning is teaching and learning process where the students and teacher can be connected each other in different time and locations. This learning model is inevitably had to be applied by schools. Internet is the main thing used during teaching and learning process in distance learning. But teacher also should implement their creativity to create good learning atmosphere in class. The situations in class could make students feel interest learn the material.

Teacher need to be creative in doing distance learning process during the COVID-19 pandemic. One of the teacher duties is organize the class so that students can achieve the learning goals. There are some aspects that needs to be considered by the teacher when prepare the material for students. Those are the technique, various activities, method and media in teaching and learning process. By utilizing technology teacher may create learning media and used in distance learning process later.

Creativity in this 21st century is really important for educational aspect. According to Boden (1998) in Keh, Ismail, & Yusof, (2017), there are three types of creativity that are used to create new ideas namely combinational, exploratory and transformational creativity. Combinational is the ability to combine any activity or media in learning. Transformational creativity is the ability of teachers to create challenging material in form of problems to the students. Exploratory creativity is the ability of teachers to create new idea and thing in structured way to conduct teaching and learning process.

Creativity can be understood as multidimensional construct that involve cognitive, personality characteristic, educational aspect, and social culture. Mayer (1989) in Yalcinalp & Avcı (2019) stated that creativity in education means that the ability that could apply different learning strategy, and could formulate hypothesis to solve a problem. Using these abilities will help teachers to provide information to students on their own way so that students can understand the subject. In facing problems that arise in classroom also becomes one of things that make teachers to think creatively to overcome it.

The thing that government needs to pay attention in education is the way teacher teach the students. Teachers have to think of how to make students active in classroom. They should be creative in implementing new learning media and method. It will make students enjoy and active in learning. Creativity can be interpreted as a teaching that could develop people creative thinking (Ehtiyar & Baser, 2019). Means that with good learning atmosphere in class students are invited to use their critical thinking and creativity in learning the material.

If the teacher wants to make students creative in learning of course first thing to do is to make themself as creative as possible. Other study that has been conducted by Vasudevan (2013) in Kuala Lumpur about teachers' creativity, attitude and commitment on students' proficiency of the English language shows that there is a significant and positive influence of the teachers' creativity, attitude and commitment to students' proficiency of the English language. That's why teaching creatively in this 21st century learning era is very good to be implemented to improve the student. Then this 21st century learning covered by a situation that we have been in for more than a year, covid 19. It causes teaching and learning process changes into distance learning. The demand of 21st century learning could be achive if the teacher is creative. Teachers should know how to be creative to create encouraging and interest learning atmosphere during the distance learning. The disntance learning was applied in many schools of Bali. In fact, still not known whether teachers implement their creativity or not, it still needs to be investigated. So, researcher will conduct the study of teacher creativity in Bali specifically in Singaraja during distance learning process. This research aimed for teachers to

know how they perceive and implement the creativity in teaching learning process during distance learning session.

1.2 Problem Identification

Teacher must have creativity when doing teaching and learning process in distance learning. Teacher should create encouraging learning atmosphere and make students feel interest to the lessons. Teachers have to know how to be creative and how to implement it in teaching the students. Nowadays Covid-19 pandemic was spread all over the world. This caused the learning process changed into distance learning. Distance learning has been applied in many schools in Bali. The teachers may utilize technology and online learning platforms as learning media. But the fact still not known whether teachers implement their creativity or not and it still need to investigate. There is study from Al-Qahtani (2016) shows that almost teachers in Saudi Arabia have low enthusiasm to develop their creativity in the learning process. The result of this research proven that teachers are lack in implementing their creativity in teaching process. Therefore, this research conducted to know whether teachers in Bali, especially at SMA N 1 Singaraja have applied their creativity in doing teaching and learning process.

From the problem mentioned before, researcher would conduct the study about teacher's creativity. The aim of this study is to know how teachers perceive their creativity and how they implement the creativity in teaching learning process during the distance learning. Researcher conduct this study because every English teacher has different level of creativity. This research also give English Teachers evaluate their self whether they can admit or not creativity in teaching and learning

process during the distance learning. There are three steps that researcher use to answer the research question. First step is investigating how do the English teacher perceive their creativity in teaching, second step is investigating how the teachers perform on their creativity in teaching. And the last step is analysing the difference between how teacher perceive and how teacher perform the creativity. The researcher would use self-rated questionnaire, classroom observation, and in-depth interview.

1.3 Research Limitation

This study was conducted in SMA 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. Several 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.

1.4 Research Questions

1. How do English teachers in SMA 1 Singaraja perceive their creativity during the distance learning session?
2. How do English teachers in SMA 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?

1.5 Research Objectives

1. To analyze how English teacher in SMA 1 Singaraja perceive their creativity in distance learning session.
2. To describe how English teacher in SMA 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.

1.6 Research Significance

1.6.1 Theoretical Significance

This study is expected will give the knowledge and source for reader about the importance of teacher creativity in teaching on this 21st century learning.

1.6.2 Practical Significance

1.6.2.1 Teacher

This study could be used as a resource of information by the teachers of how to implement creativity in online learning, and used as reflection of the teachers on implementing their creativity in distance learning.

1.6.2.2 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.

1.6.2.3 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

