

CHAPTER I

INTRODUCTION

1.1 Research Background

Indonesia has implemented the most recent education system in order to move on from the previous education system that mostly focus on teacher centred approach. The most recent education system which is implemented is adapting from 21st century learning model. It is known as Kurikulum 2013, and It has been applied to most school in Indonesia. Following the change of education system as it is in 21st century learning model, teachers nowadays have bigger demands. It happens because in the 21st century learning model, there are three things which are emphasized. The first is the teachers have to design and do a meaningful or authentic learning process. The second, in executing the lesson plan the teachers have to be able to involve the use of technology as media. The last, the goals of the learning process have to be emphasized more on the 4C skills. Those things are the new main focus in the learning process of 21st century learning model. Therefore, teachers have more things to focus on in designing and doing the learning process.

Before starting a session of learning, teachers have to make a plan on the first place. Teachers should think and design how the learning will be, what will the students do, and what the goals are. In addition, to achieve the goals of the learning the teachers should design a learning process which is able to make the students get involved in the

learning process. The students should actively follow the learning process, because the teacher cannot serve the ready to read material. Instead, the teacher should design a learning process that can make the students actively gather, analyse and conclude the final information as a lead to understand the material which is being taught (Jaleel, & Anuroofa, 2017). In the past, teachers' dominant roles were as the expert and source of learning, however, at present the role shifts to more of the facilitator or mentor who are always there for their students when they need help. It is a must for the teacher to design a learning process which can make the students actively involved in the learning process, because as what it is required in 21st century learning. In the 21st century learning, the focus or the objectives is not only to the product or output of a learning process, but also the process on how the teacher design the activity to achieve the product, therefore the process is also important alongside the output (Faridi, Bahri & Nurmasitah, 2016). Therefore, to achieve a successful or a meaningful learning process, teachers have to be creative in designing and planning the learning scenario or the lesson plan. It is why the teachers have to be creative nowadays, it is very important aspect to make a successful teaching and learning.

As it is said, in teaching, teachers should be able to encourage the students to be actively involved in the learning process. It can be done by the use of technology by the teacher, as it is also related to the 21st century learning model. According to Boholano (2017) 21st century learning is learning that begins with the integration of technology in the learning process. Nowadays, whether teachers, students, or lecturers must be able to integrate technology in the learning process. Integrating technology

could be in the form of using power points in the learning process, video, and audio. The usage of this technology aims to make the learning process more creative, innovative, fun and interesting. The integration of the technology could be conducted in order to support the student-centred learning process. By using technology in the learning process, students would tend to be more active in the classroom compared to their teacher. Beside focus on using technology in learning process, 21st century learning could be mentioned as the learning process that emphasizes the learner to major some skills in order to compete in this globalization world (Bedir, 2019). Those skills are known as 4c skills, it is one important aspect of learning. The goals of teaching and learning process are emphasized more on 4c skills, because of its importance for the students after graduated from school.

4C skills are very important for the students, as it is become the basic requirement of the fresh graduated students to be able to compete in the competition nowadays. The relation of 21st century learning with the 4C skills is that the learning process of 21st century learning focus on the students to be active in the classroom in order to give them chance to practice with their 4C skills, so that the students will be able to develop their skills better within the learning process (Bedir, 2019). Those four skills must be taught by teachers to students so that they are able to compete in this globalization world. The mentioned skills that is incorporated into 4c namely, creativity, critical thinking, communication, and collaboration. The four skills would enable them to be able to use their critical thinking or higher order thinking skills, to use their creativity to solve the problem raised, to communicate fluently, and to learn collaboratively with

their friends. Those four skills must be taught by teachers to students so that they are able to compete in this globalization world. Therefore, that will explain how the 4c skills is very important aspect to be considered by the teacher in designing learning process.

Besides the teachers have to emphasize those three aspects of 21st century learning, teachers also have to consider how the learning will be done. Since the learning demands the students' activeness and contribution in the learning process, the teachers cannot teach the material traditionally or in teacher centred learning. Instead the teachers have to do the teaching and learning process in a way that the students are the active sides and not the teachers. As it was said that students are demanded to major their 4c skills to be able to compete nowadays, it can be done by designing teaching and learning process which will make the students become actively involved in the process of learning (Buditama, 2017). Therefore, in this case teachers can design a learning process which focuses on students centred learning, that will enable the students to be actively involved in the process of learning. It is due to the characteristic of students-centred learning to make the students active in the learning process in order to master the material which is taught (Emaliana, 2017). Besides that, the teachers have to design the learning process creatively, so that students will feel in the way that they are encouraged to participate in the learning process.

Creativity is an ability of a person to use their imaginative ability to provide solution to a problem (Zai-toon, 1987 in Al-Qahtani, 2016). A person's creativity can be influenced by some aspects namely; intellectual skills, knowledge, motivation, and

environment (Stenberg, 2006). It is very important for the teachers to be creative, in order to make the students to be creative as well. According to Al-Dababneh & Al-Zboon, (2017) said that in order to make a student to be creative, the teacher should be creative in the first place. Therefore, it is why teachers have to be creative in order to implement the 21st century learning.

The implementation of 21st century learning requires teachers to be creative, it is because, by being creative teachers will be able to plan and design an effective and meaningful teaching and learning process. This is in line with Boholano, (2017) who stated that, to make the teaching and learning process become a meaningful learning process, teachers need to think about what they will do in the learning process. It will include what activity will be conducted, what the media will be used and what the goals are. This is why the creativity will become very important, in this case if the teachers are creative, they will be able to develop a good teaching and learning plan. In addition, it will also attract the students' attention to make them get involved in the learning process.

In addition, this research was done during Covid-19 outbreak. It causes the teaching and learning process was done from home as the recommendation from the government of Indonesia. It makes the teaching and learning process cannot be done in the classroom. Teachers should hold an online class in order to teach the students and continue the materials of the learning course. Furthermore, teachers should use an online class teaching and learning platform or E-learning tools, which are basically applications for teaching and learning online. As the state of these days, it is a must for

the teachers to be able to conduct online class for the students or also known as distance learning, due to impossibility of conducting offline class because of the corona virus pandemic.

Distance learning or online learning is an activity of teaching and learning which is done through E-learning platform. The interaction of the teacher and student is done through the assist of electronic media such as personal computer or a smartphone. This is in line with Indira & Sakshi (2019). In addition, according to Takhyneh (2018) Teaching and Learning process which is done by using computer, mobile phone and other appropriate electronic media is considered as E-learning. This is where teacher creativity will be very important, because to make sure the distance learning to be success, teachers have to use their creativity in order to create an interactive and encouraging distance learning class. This is due to distance learning disadvantage, where students will learn on their own without direct monitoring from their teacher (Sujab, & Subin, 2020). Teachers have to be able to be creative in order to implement all the important aspects of the 21st century learning, that is due to make the teaching and learning process to be success. Therefore, this is the reason why teachers' creativity is very important for learning process, especially for distance teaching and learning process.

Based on the explanation above, the role of creativity is very important for teachers. It is because of in the implementation of 21st century learning requires teacher creativity in order to make a successful and meaningful distance learning process for the students. Furthermore, this study is important because the result of this study will

show how the teachers perceive their creativity and how they implement the creativity in online teaching and learning process. Therefore, the researcher will conduct a research regarding teaching creativity of Distance learning of English teachers in Bali for there are no researches about teachers' creativity conducted in Bali as this time yet.

1.2 Research Problem Identification

Teacher's creativity is one important aspect of a successful teaching and learning process. The demand of teacher's creativity is very high along with the implementation of 21st century learning. It requires the teachers to be creative in order to make the students actively follow the flow the learning process and acquire the information that they should know and understand. Without being creative, teachers will be made hard to attract students' attention. However, with the 21st century learning being implemented and also with the state of corona virus pandemic, we will expect a drastic change from how the teaching and learning will be done as it changes the teacher-centered approach into student-centered approach and from offline class into online class or also known as distance learning. Therefore, it will give direct impact to the teachers on how they should conduct teaching and learning process, whilst still on being creative.

Based on above mentioned problem, this research was conducted and it regarding teachers' creativity. This study was conducted to observe teachers' creativity in implementing 21st century learning on distance learning scenario. The result of this research was in form of very simple data analysis since this is a very simple and small research therefore, strong fact cannot be expected. Also this study covered the teachers

creativity implementation on how creative the teachers think they are and how they actually perform their creativity in distant learning situation.

1.3 Research Limitation

This study was conducted in SMAN 1 Bebandem in academic year 2019/2020, and this school was selected to be the representation of public high school in East side of Bali. Several English teachers were pointed as the sample of this study, to represent English teacher in General. Self-rated questionnaire, Observation of distance learning activities, and in-depth interview were used to collect the data. The purpose of this research is to observe the discrepancy between how teachers perceive their creativity and how they implement it in the distance learning process.

In addition, since this is a simple and small research where it has a lot of limitation, there were some weakness in the final results that was in accordance with limitations on method that was used. It covered the limitations of this research related to number of subjets, instruments and data analysis.

1.4 Research Questions

1. How do English teachers in SMA N 1 Bebandem perceive their creativity in distance teaching and learning process?
2. How do English teachers in SMA N 1 Bebandem implement their creativity in distance teaching and learning process?
3. Is there any discrepancy between how they perceive and how they implement the teaching creativity in online class?

1.5 Research Objectives

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

1.6 Research Significance

1.6.1 Theoretical Significance

The expectation of this research, that this research will be able to give reflection on how the creativity is perceived and implemented in the context of distance learning process. The reader also expected to be able to understand the importance of the implementation of Curriculum 2013 as it is able to make the students have deepen understanding toward a certain material.

1.6.2 Practical Significance

1.6.2.1 Teacher

Readers who are teachers are expected to read how creativity was perceived and implemented in distanced learning format. This may be come a source of reflection for conducting distance learning.

1.6.2.2 Further Research

This can be used to get more important reference about similar study of a similar related topic, or a similar study with a wider area of discussion.

1.6.2.3 Policy Maker

This can be a reference for the to develop a more suitable Curriculum in the future if they have to revise the current curriculum.

