

CHAPTER I

INTRODUCTION

1.1 Research Background

The rapid changes in several areas such as technology, economy, society, as well as education have marked the era of 21st century. The terms “21st century skills” and “21st century learning” are widely known these days. 21st century learning is a skill oriented learning system. The framework of 21st century learning skills is communication, collaboration, critical thinking, and creativity (Suherdi, 2012). These 21st century skills can be described as 4C and it is very important to master all those four skills in this era. Those skills are collaboration, critical thinking, communication, and creativity. Furthermore, Cakrawati (2017) adds that 21st century education also focus on technology and digital literacy.

Not only focusing on skills, 21st century learning also emphasizing on the use of technology to support the teaching and learning process. The use of digital media in 21st century learning is important as it could help teacher and student during the teaching and learning process. This is in line with Boholano (2017) who states that 21st century learning optimizes internationalization and globalization. This means that the integration of technology in the classroom must be done in order to achieve the essence of 21st century learning. The implementation of technology in learning can be said as Distance learning. Al-Takhyneh (2018) states that Distance learning is the learning process that integrates computers, laptop, mobile phone or other technologies that is appropriate with the learning activities. Moreover, Yulius (2006 in Mahande &

Jasruddin, 2019) states that Distance learning is the learning process that is facilitated by several of information technologies to reduce operational cost and increase the availability of education.

Since most of digital natives are students and people lives in media-driven environment, they are expected to be able to be familiar with skills that are related to information, media, and technology (Suherdi, 2012). In other words, people, in this case, students, must have the skill to learn and apply their knowledge by using technology efficiently. This is why teaching and learning process has become more student-centered because the benefits of students-centered are in line with the 21st century learning.

Student centered learning requires students to be more active in the learning process. Rogers (1983 in Blackie, Case, & Jawitz, 2010) states that student-centered learning involve student to take part in the learning process and make the students think more critically. This will make the learning more meaningful because the students are involved in the learning process. Student-centered learning emphasize on students' activeness in learning. This means that the teacher is not the main focus anymore. The students are required to explore more about the subject material. They don't get much lectures anymore from the teacher but they need to find more learning sources aside from what has been given by the teacher or textbook. This will lead to the development of what is required by 21st century learning in the students which will develop their collaboration skill to work with others, communication skill, critical thinking, and their creativity since they are required to be more active in the learning process. This will make the learning process more interactive because more interactions

will occur and contextual material that is related to students' real life is also used in student-centered learning (McCombs & Whistler 1997 in Verst, 2010).

The implementation of 21st century learning requires a well preparation and planning. Designing activities, media, and tools are needed to support the essence of 21st century learning and be able to create interesting and effective learning condition. Therefore, teachers should be able to engage students with real world context and tools of 21st century learning. Teachers should be able to integrate supportive technologies, critical thinking activities, and problem based approaches. Teachers should create a classroom that will support and promote teaching and learning of 21st century (Hwee, Koh, & Chai, 2016). This is a hard task for the teacher because the habit of teacher-centered learning still exists in many classrooms. These must be prepared well to facilitate a good classroom. This is where the teachers' creativity is needed to engage the students to take more part and more active in the learning process.

Teachers should be able to teach creatively in way that the students will be motivated to learn and increase their curiosity. Teaching creatively means using imaginative approach to make interesting and effective learning whereas teaching for creativity refers to efforts put to develop students' creative thinking (Cayirdag, 2017). Therefore, the efforts needed to develop students learning interest in 21st century learning belongs to the teacher. Torrance (1972) states that creative teachers have various options for solving the problems in the classroom. Moreover, Torrance and Myer (1970) state that creative teachers can inspire and triggers students' creativity.

Creativity is the awareness from within to provide solutions to a problem using imagination (Zai-toon, 1987 in Al-Qahtani, 2016). Keh, Ismail, and Yusof (2017) define creativity as creating ideas and problem solving with a creative solution. Based on the theory of Stenberg (2006), some aspects could influence one's creativity, namely intellectual skills, knowledge, motivation, and environment. Intellectual skill could be define as three different meaning; (a) to see a problem in different way and avoid conventional thinking of problem solving, (b) analytical skill to be able to recognize which ideas are worth pursuing and which are not, (c) practical-contextual skill to know how to persuade others of to sell other people on the value of one's idea.

Since the Coronavirus Disease 2019 starts outbreaking widely in early of 2020, people have to limit their mobilization and prevent the case by doing physical-distancing in individual level (World Health Organization, 2020). It makes all the public places including schools, let all the regular process of activities done at home in order to follow the health protocol. Students have to do the learning process at home through online meeting which is called as distance learning. It is a form of acquiring knowledge and skills which involves the technologies use as mediation (Roblyer & Edwards, 2000, as stated in King et al., 2001). The use of video conference technology becomes one of the mediations which is implemented by the teachers to meet their students because they cannot meet in a real-time situation. Teachers need to plan the learning activities carefully and consider all the possibilities which may happen during the process in order to minimize the risk (Buselic 2012). It is because teacher and students will

deal with several applications which are unfamiliar for them if it is the first time they use them.

Distance learning is suitable to be implemented during the outbreak of Covid-19 because the students can learn at anytime and anywhere. They can start acquiring the knowledge from where ever they are and at any time without breaking the health protocol (Al-Arimi, 2015; Leontyeva, 2018; Buselic, 2012; Nagrale, 2013, in Sadeghi, 2019). The students and teachers do not have to come to school to conduct the learning process because they can do it at home and at convenient time for both of them. Simonson et al., as cited in Yaumi, (2007) states that the distance learning can be implemented even if the teacher and students are at the same time and same place (ST-SP), at different time and same place (DT-SP), at same time and different place (ST-DP), and different time and different place (DT-DP). It means that distance learning has high possibilities to be implemented in various condition and situation that generally will impact the learning process. Even if this form of learning is suitable for today's condition, teachers' have to deal with the students who are new to this learning form. Teachers have to use their creativity in order to help the students acquire the knowledge in this form of learning process.

Teacher's creativity is not only significant to help the students acquiring the basic knowledge, but the creativity in teaching and learning process is also important to promote the 21st century learning. Creativity in teaching and learning can be categorize as producing new and unique methods, variety of strategies, and strong commitments to promote learners' successes in learning in an effective way (Arifani & Suryanti, 2019). To maintain an enjoyable teaching and learning

process in the classroom for both teacher and student, preparing a creative teaching and learning activity is essential. These will good effect on student and the teacher as well. As explained before, it can be said that teacher need to be creative to teach in the classroom. Teachers should be able to create and design a creative teaching activity, integrate technologies in the classroom, make learning materials that is related to the real life context in a new and creative ways. This is related to promote student-centered learning in the 21st century learning. Creativity in teaching can develop people creative thinking (Ehtiyar & Baser, 2019). When a teacher could teach creatively, it could make the class atmosphere more interesting and the students will be more active and interactive.

Based on the explanation above, the importance of teacher using creativity in distance learning process is much needed. This study was conducted to see how English teachers perceived themselves in creativity and to observe the fact of how the teachers implement their creativity. Discrepancy was expected to occur since the data would be taken from how the teachers perceive their creativity and how they implement their creativity in the distance learning environment. Thus, researcher would conduct a research about English teachers' creativity in SMA N 1 Kuta Utara.

1.2 Research Problem Identification

Creativity is important to be possessed by the teacher. In developing the education system in Indoneisa, a teacher should be able to create new things in their teaching. Designing the right strategy, media, and a good classroom atmosphere is depending on the teacher's creativity. However, most teachers are

not creative enough in conducting distance learning process. Moreover, most teachers could not keep up with the development of technology in 21st century era, especially during pandemic situation in which distance learning is important due to the current situation.

Based on the problem above, the researcher conducted a research about teachers' creativity in conducting distance learning activity. This study was conducted to observe teachers creativity in conducting distance learning and to give chance for teachers to assess themselves regarding their level of creativity.

1.3 Research Limitation

The aim of this research was to observe the discrepancy between how they perceive their creativity and how they implement it in the distance learning and learning process. The researcher used self-rated questionnaire, classroom observation, and in depth interview. This study was conducted in SMAN 1 Kuta Utara in academic year 2019/2020. The researcher observed 2 English teachers in SMAN 1 Kuta Utara about their creativity in implementing the learning process.

1.4 Research Problem

Based on the problem limitation of the study, the research questions can be seen as follows.

1. How do English teachers in SMAN 1 KUTA UTARA perceive their creativity in distance learning?
2. How do English teachers in SMAN 1 KUTA UTARA implement their creativity in distance learning?

3. Is there any discrepancy between how they perceive and how they implement the teaching creativity in the online class?

1.5 Research Objective

Based on the research questions above, the purposes of the study can be seen as follows.

1. To analyze how English teacher in SMAN 1 KUTA UTARA perceive their creativity in distance learning.
2. To describe how English teacher in SMAN 1 KUTA UTARA implement their creativity in distance learning.
3. To describe the discrepancy between how they perceive and how they implement teaching creativity in the online class.

1.6 Research Significance

1.6.1 Theoretical Significance

This study could be used as an additional data of teachers' creativity, how they perceive creativity of their self, and how they implement their creativity in the class in promoting 21st century learning.

1.6.2 Practical Significance

1.6.2.1 Teacher

This study could be used as a resource by the teachers of how to implement the creativity in the classroom and used as reflection of the teachers on implementing their creativity in the classroom.

1.6.2.2 Policy Maker

This study could be used as a resource by related stake holder or policy maker in education to consider the importance of creative teaching to be included in the syllabus or teachers' guide in teaching.

1.6.2.3 Further Researcher

Further researcher could design other research by investigating different variables other than teacher's creativity.

