

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

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**ABSTRACT**

This study was aimed to examine how teachers perceived their teaching creativity and how they implemented it in distance learning. The research was focused to show the discrepancy between teacher perceptions and the facts observed in teaching creativity in distance learning process. The Embedded mix-method was used as a research design where one data will be more dominant than the others. In this study, qualitative data were dominant than quantitative data or QUAL (Quan). SMK Negeri 1 Amlapura was selected as the research setting and the 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 as 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 on the appropriate platform, and rarely conduct the 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 mencaritahu lebih dalam mengenai bagaimana penilaian guru terhadap kreativitasnya dan bagaimana mereka mengimplementasikan kreativitas tersebut pada konteks pembelajaran dalam jaringan. Penelitian ini difokuskan untuk menunjukkan ketidaksesuaian antara persepsi guru dengan fakta yang diamati dalam kreativitas mengajar dalam proses pembelajaran jarak jauh. Metode campuran digunakan dalam pelaksanaan penelitian. Dalam penelitian ini, data kualitatif lebih dominan dibandingkan data kuantitatif *QUAL (Quan)*. Penelitian dilakukan di SMK Negeri 1 Amlapura dengan menggunakan guru mata pelajaran Bahasa Inggris sebagai subyek penelitian. Hasil penelitian menunjukan bahwa, (1) guru menilai dirinya kreatif dalam melaksanakan pembelajaran jarak jauh atau pembelajaran daring, (2) kreativitas guru diobservasi dan dinilai kurang, (3) terdapat kesenjangan antara penilaian diri dan hasil observasi terhadap kreativitas guru, yaitu pada satu sisi guru menilai diri mereka kreatif, namun pada sisi lain, mereka tidak melakukan pembelajaran jarak jauh pada platform yang sesuai, dan jarang melakukan kegiatan inovatif dan memasukkan masalah kontekstual sebagai materi pembelajaran, juga jarang memodifikasi penggunaan dan bentuk media menjadi unik dan menciptakan aktivitas yang menarik dalam pembelajaran jarak jauh.

Kata-kata kunci: Kreativitas guru; Pembelajaran abad 21; Pembelajaran daring