

CHAPTER I

INTRODUCTION

1.1 Research Background

Education in the world has been changed following technological development. In the past, education was based on teacher-centered approach. Meanwhile, in teacher-centered, the process of teaching and learning that requires teacher to explain the lesson or the materials is regarded as one factor causing the low participation of the students. According to Acat & Dönmez (2009), in teacher-centered learning, teachers usually use certain textbooks, which are mostly grammar oriented and to compare the language structures of native and target languages. In this situation, students tend to be more competitive and individualistic. It is because they have less opportunity to interact with each other or interact with the teacher and students have less time to think aloud. Teacher-centered learning is considered by the teachers as the source of knowledge that students have to pay attention in the silent condition and lack participation of the students. It makes the lack of giving an opportunity to the students to have interactions in class because teachers are dominating classes.

Thus, teachers have to change their role from dominating classes to facilitating learning for their students. By applying student-centered learning, students will be more active because the teacher just be a facilitator who facilitates the learning process, while students become the main actor in learning. With this condition, the

students change their role from passive become active learners. Due to various research results, this role change makes students more actively engaged in learning and feel comfortable (Freeman, et al., as cited in Brekelmans et al., 2011). Students will get bigger chance to explore, use their critical thinking, and share their individual perspectives towards the subject matter that they have. According to Zohrabi, et al. (2012), student-centered learning give opportunities to the students work individually, in pairs, or a group. It means that there are several activities that enable students to show up their capability. Classroom activities in a learning process bring some advantages to students such as bigger opportunities to talk more, share their ideas, learn from each other, feel more confident, and use English in a meaningful way.

Moreover, the history of education in Indonesia is highlighted by education experts in terms of curriculum changes. The curriculums are named following the year of the curriculum implementation. Three examples of them namely, curriculum 2004, 2006, and 2013. Curriculum 2013 or in general also known as K13 is developed in order to give the solution in some cases in Indonesia. The previous Indonesian minister of education and culture Muhammad Nuh, assumed that Indonesian student achievement was left behind and he believed that the Indonesian curriculum has to be changed, developed, and adjusted to the world of educational trends. As the educational trend changed, the Indonesian curriculum must be adjusted not only memorizing but also reasoning. K13 is arranged to be a solution for developing education in Indonesia. This curriculum can support student-centered

approach to be use in teaching and learning process. The K13 curriculum is a product of the education change in the 21st century era. It makes drastic changes between the implementation of the previous curriculum and the 2013 curriculum. It is because the 2013 curriculum focuses on certain competences that must be acquired by students. Therefore, this curriculum includes a number of competence and a set of the purpose of learning, so that the students' achievements can be observed properly. This concept emphasis the development of the competency with certain standards of performance, so that the results can be perceived properly by the school. Curriculum 2013 is directed to develop the knowledge, the understanding, the ability, the value, the attitude, the forms of proficiency, the accuracy, and the success (E. Mulyasa, 2013: 68). The 2013 curriculum is a based character and competence curriculum. The 2013 curriculum is arranged as an answer to the numerous deficiencies in the previous education in particular and the shortcomings in various areas of life.

K13 is conducted to achieve 21st-century learning goals. The goals are based on 4C skills namely, Communication, Collaboration, Critical Thinking, and Creative. These 4C skills can be mastered by the student if the educators are creative in the way they teach the learners. Since the students are required to master all of the 4C skills, the role of teachers in the process to achieve it is undeniable. This curriculum strives to achieve excellence in mastering the society of science and technology. It is expected to provide the citizens of today's competition especially, in facing the era of globalization that is full of challenges (E. Mulyasa, 2013: 163). The implementation of the 2013 curriculum becomes big challenges for the teachers. In the 21st century,

education cannot be separated from technology. The development of technology affects all aspects of the world, specifically the field of education that is developed following technological development. It aims to meet the demands of learning or student achievement that increase continuously. There are always different ways of learning and teaching with technology (Dolenc & Abersek, 2015). It shows that teachers' creativity is very important to take an important role in reaching the goal. Teachers must develop their creativity in teaching by integrating technology and mastering 4C skills. However, every teacher has different level of creativity or style in teaching a lesson. These differences are influenced by several factors such as classroom setting and learning materials that are conducted by the support of technology. In some cases, teachers face some difficulties when implementing their creativity in the teaching process even though using technology as 21st-century learning. Gu et al. (2013) shows that teachers typically had a strong desire to integrate technology into the classrooms but did not have adequate confidence and competence which posed significant barriers. In order to fulfil the educational goals of the students, it is important to continuously update and evaluate the educational technology (Dolenc & Abersek, 2015).

All people have their own creativity that are different among each other. It must be some practices to gain more knowledge so that it can be applicable in teaching. Teachers' creativity must be given more attention in Indonesian education because creativity has good and valuable power when it is used for something beneficial to many people in the world large (Livingston 2010, p. 61). The government must be

more serious to give an effort to increase teachers' creative abilities because it will directly affect students' achievement in the lesson. Besides that, teachers with good creative ability can make the atmosphere of the learning process optimal. On the other hand, students will be faster in grasping the materials and more interested to follow the lesson. It becomes a reason why teachers are supposed to be creative in combining the existing knowledge with a new way that is unique or introducing a new process to nourish cognition or to obtain useful learning outcomes (Afida, Aini & Rosadah, 2013, p.9). Teachers' creativity coupled with the use of media and mastery of technology in teaching is important besides mastering the material to be taught. These will increase the possibility that the teaching and learning process will succeed. Moreover, teachers' ability to master technology and to use their creativity at the same time will be very useful in the learning process, especially in current pandemic situation.

At the end of 2019, the coronavirus outbreak occurred and spread rapidly throughout the world. Coronavirus, also known as COVID-19, has greatly affected the education sector. this is because COVID-19 spreads through the respiratory tract. As an effort to avoid the spread of the virus, the government has made a physical distancing protocol. The physical distance protocol makes the teaching and learning process not carried out in the usual way because a place that is usually filled with many people has to be temporarily closed during the pandemic. Therefore, in this case, the minister of education requires the implementation of distance learning. Actually, distance-learning or online learning is easy to do considering the

advancement of technology in this era. Various applications allow face-to-face or non-face-to-face learning, but the problem is how the creativity of the teachers is used in using existing applications to achieve learning goals with many limitations that are going to be met by the teacher in carrying out the distance learning.

The implementation of distance learning has been done by most teachers for a long time through the E-learning platform but it cannot be avoided that there are still teachers who have difficulty in carrying out learning as effectively as direct learning in class. In this case, teachers' creativity in teaching is very important to help the distance learning process to be successful. Teachers' creativity in teaching which is applied in distance learning through suitable applications will affect the process and the results of the learning. This will not be easy for the teacher to implement distance learning because they have to achieve the goal of 21st century learning without making students bored. It means that teachers must use their own creativity to create interactive learning with several variations that will not make the students bored and stay to the learning purposes.

Therefore, the researchers want to conduct a research toward teachers' creativity in distance teaching and learning process. This study aims to identify the discrepancy between teachers perceived themselves in their creativeness in teaching and their implementation of teaching creativity in real teaching. This research will be conducted in Bali especially in SMK N 1 Amlapura as a representation of public high school in East side of Bali.

1.2 Research Problem Identification

Being creative is important in teaching a lesson. In some cases, Indonesian students still copying anything from their teacher and becomes a habit. On the other hand, teachers still find it difficult to apply student-centered learning methods because of the habit of students who have been used to it since they are accepting what is prepared and given by the teacher. Moreover, the sudden pandemic situation due to coronavirus complicates the situation for teachers in carrying out the teaching and learning process. The teachers must master technology that supports the distance learning process and applies student-centered learning at the same time but still has to achieve learning objectives which include 4C skills. In this situation, the teachers' creativity plays a very important role in maximizing the desired results in the distance learning process, even they are faced with completely new situations.

However, in current pandemic situation, especially when this research was conducted, teachers are required to use technology to be able to conduct the distance learning. Teachers' creativity becomes not limited to being able to operate or use technology in teaching but how teachers create or deliver interesting learning so that students become more interested in participating the distance learning process and do not become bored. Based on the problem has been mentioned, the researcher was conducting a research about teachers' creativity in distance learning process.

1.3 Research Limitation

This study was conducted in SMK Negeri 1 Amlapura as the representation of public high school in East side of Bali in academic year 2019/2020. Several English teachers were selected as the sample of this study, to be used as the representative of English teacher in general. The data would be collected by using self-rated questionnaire, observation of distance learning, and depth interview. The study was conducted in purpose to observe teachers' creativity in distance learning process and the researcher also want to know any discrepancy between how the teacher perceive and how they implement the teaching creativity in distance learning process.

1.4 Research Questions

1. How do English teachers in SMK N 1 Amlapura perceive their creativity during the distance learning session?
2. How do English teachers in SMK N 1 Amlapura 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 SMK N 1 Amlapura perceive their creativity in distance learning session.
2. To describe how English teacher in SMK N 1 Amlapura 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

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.

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 the classroom, also could be used as reflection of how to implement their creativity in the classroom.

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.

