



Perceived Teaching Creativity and Strategy of Implementation in Distance Learning Activities

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Abstrak

Pembelajaran jarak jauh telah diterapkan di banyak sekolah karena covid-19. Namun masih belum diketahui apakah guru mengintegrasikan kreativitas dalam pembelajaran masih perlu diteliti. Oleh karena itu tujuan dari penelitian ini adalah untuk menganalisis bagaimana guru melihat kreativitas mereka sendiri dalam mengajar di kelas. Kemudian bagaimana mereka menanamkan dalam pembelajaran jarak jauh dan menganalisis ada kesenjangan yang terjadi antara bagaimana persepsi guru terhadap kreativitas mereka dan fakta bagaimana guru mengimplementasikan kreativitas mereka dalam pengajaran yang sebenarnya. Metode campuran digunakan sebagai desain penelitian ini yang berarti ada data primer dan pendukung. Data kualitatif lebih dominan daripada data kuantitatif. Latar penelitian ini adalah di sekolah menengah atas dan dua orang guru bahasa Inggris dipilih sebagai subjek penelitian ini. Kuesioner penilaian diri dan lembar observasi kelas digunakan sebagai instrumen. Hasil penelitian menunjukkan bahwa guru menganggap diri mereka kreatif, namun kreativitas guru tergolong agak kreatif berdasarkan observasi. Data tersebut menunjukkan bahwa ada kesenjangan antara persepsi guru terhadap kreativitas mereka di kelas. Implikasi dari penelitian ini adalah kreativitas dalam pembelajaran jarak jauh membutuhkan lebih dari kemauan guru, juga membutuhkan dukungan keuangan siswa.

Kata Kunci: Kreativitas, Kreativitas Guru, Pembelajaran Abad 21, Pembelajaran Jarak Jauh

Abstract

Distance learning has been implemented in many schools due to covid-19. But it is still unknown whether teachers integrate creativity in learning still needs to be investigated. Therefore the aims of this study are to analyze how the teachers perceived their own creativity in teaching in the classroom. Then how they implanted in distance learning and analyze there is the discrepancy occurred between how the teachers' perception toward their creativity and the facts of how the teachers implemented their creativity in the real teaching. Mix method was employed as the design of this study which meant there were primary and supportive data. The qualitative data was dominant than quantitative data. The setting of this study was in senior high school and two English teachers selected as the subject of this study. Self-rated questionnaire and classroom observation sheet were used as the instruments. The result of study showed that the teachers perceived themselves as creative, however, the teachers' creativity was classified in slightly creative based on the observation. Those data demonstrated that there was the discrepancy between the teachers' perception toward their creativity in the class. The implication of this research is the creativity in distance learning requires more than teachers' willingness, it also requires students' financial support.

Keywords: Creativity, Teachers' Creativity, 21st Century Learning, Distance Learning

1. INTRODUCTION

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 (Muhali, 2019; Rahmatullah et al., 2022; Saykılı, 2018). 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 (Lewin & Mcnicol, 2015; Rusdin, 2018). 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 (Fatimah & Santiana, 2017;

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Kurniawati et al., 2018; Norahmi, 2017). 4C skills need to be mastered in 21st century learning which the skill are creativity, communication, collaboration, and critical thinking (Astuti et al., 2019; Erdoğan, 2019; Hidayatullah et al., 2021). These three characteristics will always be present in 21st century learning.

Student and teacher centered learning have several differences including how to implement, how to assess, and also motivation to learn. In teacher centered, student just listen the material from teacher explanation so that student can't conceive the material (Boyadzhieva, 2016; Jacobs & Toh-heng, 2013). 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 centered 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 (Ferrer & Staley, 2016; Fitriyani et al., 2020).

Other characteristic of 21st century learning is the use of technology that is integrated into teaching and learning process. This is also stated by previous study 21st century learning is learning that begins with the integration of technology in the learning process (Boholano, 2017). 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 (Norahmi, 2017; Suwartono & Aniuranti, 2019). 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.

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 (Rahmatullah et al., 2022; Yudha et al., 2018). 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 & Rezal, 2018; Selman & Jaedun, 2020; Yu & Wan Mohammad, 2019). 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. Teacher need to be creative in doing distance learning process during the COVID-19 pandemic (Herliandry et al., 2020; Limpraptono & Nurcahyo, 2021). 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.

If the teacher wants to make students creative in learning of course first thing to do is to make themself as creative as possible. Previous study that has been conducted by 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 (Yalcinalp & Avci,

2019). 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 (Lase et al., 2022; Vastyanov et al., 2021). The demand of 21st century learning could be achieved if the teacher is creative. Teachers should know how to be creative to create encouraging and interest learning atmosphere during the distance learning.

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

2. METHOD

The researcher used embedded mix method, in which one form data supported another form data. The qualitative data were dominant use in this research. And the quantitative used to support the data. Embedded mixed method is usually used in a situation where both types of data need to be used to make the results are considered the use of embedded mix method fits this study because both data need to be used to create a more credible and well described result (Creswell & Creswell, 2018; Sugiyono, 2018).

There are three different data that was gathered for this research. The first data is quantitative data that was acquired by using self-rated questionnaire. On the self-rated questionnaire there is 24 statements that teachers need to fill in which those statements were classified into three types of creativity. Then, the mean score in every type of creativity need to be calculated. After calculate all of score in every type of creativity, those score were summed up and averaged to obtain the score in self-rated questionnaire.

Second data is observation sheet where the way to calculated it same with first data. Teacher's creativity level was assessed by giving point in every statement that consist in the observation sheet. Notes and pictures that was related to the teacher's creativity were interpreted by the researcher to support the data. Third data is the interview guide that was used to see if there is any discrepancy between how the teachers perceive their creativity and how the teachers implement their creativity in distance learning session. The creativity score is interpreted into several criteria as the following Table 1.

Table 1. Criteria Used to Interpret Creativity Score

Criteria of Creativity	Score
Unlikely Creative	$1.00 \leq x \leq 1.50$
Slightly Creative	$1.50 < x \leq 2.50$
Moderately Creative	$2.50 < x \leq 3.50$
Creative	$3.50 < x \leq 4.50$
Very Creative	$4.50 < x \leq 5.00$

3. RESULT AND DISCUSSION

Result

The study aims to observe the teachers' perception and the implementation toward their teaching creativity. In addition, the discrepancy between those the perception and the implementation were examined in this study. Table 2 demonstrates the result of the teachers' perception.

Table 2. Teachers ‘Perception

No.	Types of Creativity	Score on Teachers’ Perception	Criteria
1	Exploratory	3.56	Creative
2	Transformational	3.70	Creative
3	Combinational	3.58	Creative
Average		3.61	Creative

Table 2 presents, teachers rated their self in creative in every types of creativity. The average score from exploratory, transformational, and combinational creativity showed that teachers perceived their creativity in creative criteria. Teacher perceived their self as creative in using new idea and thinking in structured way during teaching and learning process, utilizing technology in learning, combining the various ideas and information with something new and unique, using innovations as the problem solving in learning. Overall findings on observed creativity is show in Table 3.

Table 3. Overall Findings on Observed Creativity

No.	Types of Creativity	Score on Observation Teachers’ Perception	Criteria
1	Exploratory	1.98	Slightly Creative
2	Transformational	1.67	Slightly Creative
3	Combinational	2.46	Slightly Creative
Average		3.61	Slightly Creative

Base on Table 3, the score was classified the teachers in “Slightly creative” criteria. Therefore, the teachers were categorized in “Slightly creative” criteria in consequence of they were not often to create and use various activities and medias in the online class, the learning rarely followed the lesson plan, using inductive learning, using real problem, making the students solve their problem using their own prior knowledge, creating attractive activity and combining different medias in delivering the material and using online or offline platform to help teaching and learning process. Teachers’ perceived and observed creativity result is show in Table 4.

Table 4. Teachers’ Perceived and Observed Creativity Result

No.	Types of Creativity	Teachers’ Perception		Facts as Observed	
		Average Score	Criteria	Average Score	Criteria
1	Exploratory	3.56	Creative	1.98	Unlikely Creative
2	Transformational	3.70	Creative	1.67	Unlikely Creative
3	Combinational	3.58	Creative	2.46	Unlikely Creative
Average		3,61	Creative	1,11	Unlikely Creative

Table 4 shows about discrepancy between how teachers perceived their creativity in teaching in distance learning and facts as observed during distance learning process. Teachers perceived their self in creative level of implementing their creativity in the distance learning.

Discussion

Teacher claimed that they sometimes teach based on the lesson plan, make the students work in group or individually, use various activities and technology as learning

media, create challenging and innovative learning by using combinational media, and make learning process more active (Haryadi & Selviani, 2021; Kumar et al., 2021; Setyoningsih, 2015). But in observed during distance learning teachers mainly conduct monotonous teaching activity, lack of use variations of activity, media and platform. Teachers rarely conduct innovative activity and integrate the contextual problem as learning material in learning (Tiarasari et al., 2018; Yefimenko et al., 2021). It was indicated the teachers as slightly creative in implementing their creativity in teaching.

Based on the observation in the distance learning session, sometimes teachers were found capable of utilize and combine different kind of platform and media, and combine the use of printed and conventional media in distance learning. These are limited to some of extend use in every activities of learning. There were discrepancy between those two data that investigated by conducting interview to clarify the discrepancy that occurred. The result of the interview shows that teachers feel pity if students needs to have big amount of internet data to conduct the activity during the distance learning.

Indonesian government has been doing development of curriculum in order to improve the education system and follow the 21st century learning process (Andrian & Rusman, 2019; Diah Rusmala Dewi, 2019). 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 (Magdalena et al., 2020; Mithen et al., 2021). This classroom teaching method focused on student's need and interest in learning.

The implications of this research can provide insight into the extent to which teaching creativity and implementation strategies contribute to distance learning experiences. By understanding these factors, distance teaching can be improved to create a more engaging, interactive and effective learning environment. In addition, the findings of this study can provide guidance and inspiration for educators to develop creative and innovative teaching strategies in the context of distance learning. This can help them overcome the specific challenges associated with distance learning and improve the overall quality of teaching.

According to the study that had been designed and the result that had been collected and demonstrated, the researcher wants to give some suggestions as follows. Teachers are suggested to be more open to any new information, technology, and suggestions from others. They are also suggested to be more responsible to the teaching and learning process itself, since it is the determining point of students' quality. Other researchers are suggested to investigate other variables about teaching creativity in the classroom besides perceived and observed teaching creativity in distance learning. Policy maker are suggested to observe and monitor how distance learning being conducted, then take conclusions based on it to make additional policy for distance learning if needed.

4. CONCLUSION

Based on the result of the study, there was discrepancy between teachers' perception and facts as observed. The interview revealed that the teachers used limited range of activities in distance learning. Teachers were inconsistent in implementing creative and innovative activity in every step of online session. Teachers rarely make the students work in group, use variations of activity and learning media to be more interesting, and creating attractive activity in distance learning. It was as same as on the observation. It could be determined that the teachers rated themselves based on subjective judgements not based on their actual ability.

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