

The Discrepancy Between Teachers Perception and Implementation of Teaching Creativity

Kadek Niko Andrea¹, Luh Putu Artini², Ni Nyoman Padmadewi³

^{1,2,3}Program Studi Pendidikan Bahasa Inggris,

Universitas Pendidikan Ganesha, Singaraja

Email: nikoandrea8@gmail.com, putu.artini@undiksha.ac.id, nym.padmadewi@undiksha.ac.id

Abstrak

Latar belakang penelitian ini adalah adanya perbedaan antara persepsi guru dan fakta sebagaimana diamati dalam pengajaran kurangnya kesiapan kreativitas guru dalam mengajar. Penelitian ini bertujuan untuk mengamati bagaimana guru mempersepsikan kreativitas mengajar mereka di kelas dan bagaimana mereka menerapkannya di dalam kelas. Fokus dari penelitian ini adalah untuk mengidentifikasi perbedaan antara persepsi guru dan fakta sebagaimana diamati dalam mengajar kreativitas di kelas. Metode campuran tertanam digunakan sebagai desain penelitian di mana satu data akan dominan daripada yang lain. Dalam penelitian ini, data kualitatif lebih dominan daripada data kuantitatif atau QUAL (quan). SMA Negeri 1 Tabanan dipilih sebagai tempat penelitian dan dua guru bahasa Inggris dipilih sebagai subjek penelitian. Dua kuesioner yaitu kuesioner yang dinilai sendiri dan lembar observasi kelas digunakan sebagai instrumen. Hasil dalam penelitian ini menunjukkan bahwa guru merasakan kreativitas mengajar mereka dalam kriteria kreatif. Selain itu hasil pengamatan menunjukkan bahwa kreativitas guru dikategorikan sedikit kreatif. Data-data tersebut menunjukkan bahwa ada perbedaan antara persepsi guru dan fakta sebagaimana diamati dalam pengajaran yang sebenarnya. Implikasi dari penelitian ini adalah bahwa penelitian ini akan digunakan oleh guru untuk mengetahui sejauh mana kreativitas yang dimiliki oleh guru dalam mengajar di kelas, para guru akan mengetahui apakah kegiatan yang mereka lakukan termasuk kreatif atau kurang kreatif.

Kata kunci: Pembelajaran Abad 21, Kreativitas Guru.

Abstract

This research aimed to observe on how the teachers perceived their teaching creativity in the classroom and how they implemented it in the classroom. The focus of the research was to identify the discrepancy between teachers' perception and facts as observed in teaching creativity in the classroom. Embedded mix method was used as the design of the study in which one data would be dominant than others. In this study, qualitative data were dominant than quantitative data or QUAL (quan). SMA Negeri 1 Tabanan was selected as the research setting and two English teachers were selected as the research subject. Two questionnaire namely self-rated questionnaire and classroom observation sheet were used as the instrument. The result in this study demonstrated that the teachers perceived their teaching creativity in the creative criteria. In addition, the result of observation presented that the teachers' creativity were categorised in slightly creative. Those data showed that there was the discrepancy between the teachers' perception and facts as observed in the real teaching. The implication of this research is that this research will be used by teachers to find out the extent of the creativity possessed by teachers in teaching in class, the teachers will find out whether the activities they do have included creative or less creative.

Keywords: 21st Century Learning, Teachers Creativity

1. Introduction

Nowadays education in Indonesia is experiencing a period where students are asked to be more active than the teacher. Therefore, education in Indonesia is demanded to be able to follow the development of the learning era which is often referred to as 21st century learning. This 21st century learning leads to the creativity that is possessed by students and teachers, therefore it is not only students who are required to be creative but teachers also demanded to be more creative. When a teacher is active, the atmosphere in the class will become active (Hysa, 2014; Setiono & Rami, 2017). A teacher must be able to master technology to modify the atmosphere of learning in today's technological era. Technological advancement of 21st century learning has become a great influence to education in general or classroom practice in particular. School curricula nowadays have targeted learning outcomes in the form of 21st century skills which prepare school graduates to be ready with the new era changes in life and career. Both educators and students must have creativities: teaching creativities on the part of the teachers, and creative learning skills on the part of the students. For example, students should have a strong problem-solving skill as well as ability to think critically in order to be able to cope with either school or real-life challenges. From teachers' perspectives, they need to have creative teaching skills that make them ready to cope with the curriculum' expectations, which are to make students competent and skillful.

In 21st century learning the creativity is strongly needed to support the learning process. Creativity is the new idea that needed to solve the problem by using the unique or new activity (Horng, Hong, ChanLin, Chang, & Chu, 2005; Menggo et al., 2019; Morris, 2020). Nowadays not only the students that need to be creative, the teachers also strongly need to be creative because by using the creative thinking from the teacher's atmosphere in the class automatically became creative. Beside that not all of the teachers apply the creativity in the class because the teachers have their own perception about creativity. There are some teachers think that the use of technology can be said as creative activity but other teachers said that involving the old media also can be categorised as creative creativity. Furthermore, in this new era the understanding about creativity in the class is needed especially in this new curriculum.

Curriculum 2013 does not only emphasize students' ability in the classroom, but also emphasizes each student's character education in the classroom (Triyoko, 2012; Cooper et al., 2019; Nouri et al., 2020). Students are expected to have good character education not only at school, but to be kind outside of school. The 21st century, is also referred to as the 3rd millennium, where scientific and technological progress has been so rapid. It cannot be ignored that the learning process include technology and knowledge which to adapt to the rapid development of science and technology. Until now, learning media that are widely used in the learning process will be gradually replaced by learning media that use high-tech. Tuban (2010) stated that there is a need to cope with the lack of media endorsing IT-based learning to ensure that the learning technology that should be used every day either in the classroom or at home. Equitable infrastructure that is happening now is also a big problem as not all schools can be treated the same, for example schools located in cities will have complete media, various remote schools that don't get media that support this IT-based learning process.

In the new curriculum the teacher is recommended to be able to think creatively and have creative abilities so that students will more easily digest learning. The new curriculum encourages students to understand learning by enjoying the learning flow (Motallebzadeh, Ahmadi, & Hosseinnia, 2018; Chen & Lo, 2019; Wahyudi et al., 2019). In the new curriculum students and teachers are certainly expected to have 4Cs skills where students are able to communicate well, students are able to collaborate with teammates, students are able to think critically and have creative skills in learning.

Teachers' teaching strategies should be able to equip students with extensive knowledge and allow them to have 4C skills, namely communication, teamwork, critical thinking, and imaginative (Horng et al., 2005; Ajmain, Hehsan & Mohamad, 2019). Not only do students require 4Cs skill in current learning, but the teacher also needs to have an appropriate level of skill particularly in teaching creativity. It refers to efforts to build a good atmosphere that the creativity of a teacher also decides whether or not the class is successful. This suggests that the role of imagination in the modern era is very critical for teachers and students as well as being able to determine teacher performance and student learning progress. The need for creativity in teaching has been addressed by the Indonesian Ministry of education and Culture (Triyoko, 2012). In the new curriculum the need to be creative is reflected in the new approach to learning and assessing. In this latest version of curriculum, the students should be assessed not from the perspectives of knowledge only but also attitudes and

behaviors. Therefore, students studying in 21st century learning are expected to be more creative and have broad insights.

Learning in the twenty-first century emphasizes globalization and internationalization. Children in the twenty-first century grew up in a fast-paced digital world and were able to adapt seamlessly to the traditional classroom (B Boholano, 2017; Choo, 2020). The 21st century requires that learning methods, technical technologies and work knowledge be clearly incorporated. That's why studying students in the 21st century is expected to be able to think critically, creatively and use technology to find all the knowledge the students need. Education from the 21st century opened the way for a new type of education design known as pedagogy of multi-literacy. This teaching constructs tasks for teachers to provide opportunities for their students to access, evaluate, search, sort, collect, and read data from various multimedia and multimodal sources making them multi-literate individuals.

In addition to the 2013 curriculum, it also has requirements that require students and teachers have the same skills. In addition, a lesson should be divided into 5 learning steps to achieve the learning goals, learning steps are Observing, Asking Questions, Exploring, Associating and Communicating. All of these steps must be completed sequentially in order to enable students not only to learn the material by listening to the teacher but also to explore new information and work in groups with their peers. In the 21st century learning creativity is really needed to fill learning in the classroom, therefore a teacher is required to have creativity that is able to make students think creatively and have a good understanding of creativity (Ayob, Hussain, & Majid, 2013; Putranta & Supahar, 2019).

Creativity is an idea or ideas that are unique and different from the others. New ideas called innovation which may be carried out in one of kind fields that determine society's development. Creativity can also be useful in problem-solving, in communication and in amusement with others. In other words, it is the power or ability to create new objects that creativity can be said. There are 3 types of creativity that are used to create new ideas namely combinational, exploratory and transformational creativity (Boden, 1998; Runco & Jaeger, 2012). The first is combinational creativity. In line with the combinational creativity is considered as the ability to combine various ideas. Thus, within the mastering process, the teachers must be able to generate various ideas to assist the delivered materials. The materials given are better to be incorporated with concrete life as helping ideas. However, it now not be clean to perform without any attractive activities then, teaches shall combine any attractive sports to make the students extra fascinated to learn the added materials. Additionally, the teachers ought to be creative in using generation to accommodate the twenty first century learning. The creativity may be visible from the use of virtual media in helping the mastering process. For instance, the teachers can use the LCD as a device to show the electricity factor or the video because the visible media. Furthermore, the speaker can be used as extra media. It may be a tool used to produce the sounds specifically in listening. Thus, it is going to be higher when the lecturers can combine the ones media to offer more appealing atmosphere within the classroom In this digital era, the teachers can also use any platforms to support the learning activities. The platform can be in offline or in online form. For instance, the teachers can use Quizzes application to give any quizzes to the students related with the materials. It is supported by some students who already allowed bringing the phones to the school. In brief, it can be proved that the teachers must be able to combine any activities and media to support the learning process especially in 21st century learning.

Combinational is the ability of the teachers to synthesize based on information and ideas known (Chi, Yeh, & Wu, 2014; Rustaman et al., 2019; Peranginangin et al., 2019). The teacher also can combine printed media with technological media to promote 21st century learning. The teachers are able to combine existing knowledge and ideas with something new and unique to increase students' cognitive abilities (Fitriah, 2018; Runco & Jaeger, 2012). The students' cognitive should be critical issue to improve, therefore the instructor have to be able to follow various gaining knowledge of medias especially learning medias that support twenty first century studying. Besides that, talked about the new ideas which should be generated from the existed thoughts, these days generation is needed within the school because of the improvement of the generation. Many schools in Indonesia are allowed the scholars to bring their gadgets and machine to the college for their gear in get the information in the gaining knowledge of process (Chi et al., 2014). The teachers are able to pursue the students to arrange the modern-day technologies as the innovation activities inside the exploratory innovation creativity which means the teacher want to address technology as the gear for facilitating to train which includes LCD, audio, power points and videos. The teacher also needs to be able to create innovative learning activates by using the technology through online learning.

Exploratory creativity is the ability of the lecturers to create new idea inside the elegance and assume in based way Boden (1998). The ability to create new idea in the class means that the teachers would create various activities in the class. The activities would not be monotone. The learning would be more interesting and communicative because of the various activities. Create new

idea also means that the teachers could involve students into learning process. Teacher could make the students always ask, answer, and argue in the class. Exploratory creativity also the ability to think in structured way. In this case, teachers could make learning process in step with the lesson plan and learning objectives. So, in the end of the lesson, students could get information about the materials that they need. Think in structured way could be seen from the teachers could make the students learn in groups and individually. Learn in groups would make students learn collaboratively. They would help each other to reach the learning objectives.

The last is transformational creativity. Transformational Creativity is one of the creativity according to (Boden, 1998). Transformational creativity means transform the dimension of the structure into a new structure. Transformational in other word could be defined as a change in aspects of learning. The change of media and the change of how the way teacher teaches in the classroom could be an example. The use of new media and technologies that in students everyday lives ought to be made by innovative and creative ways so that you can make contributions the getting to know process (de Sousa, 2011; Kurilovas, E., & Kubilinskiene, 2020; Supardi & Hasanah, 2020). According to this theory, the researcher develops 2 different types that indicates teacher as a creative teacher. First, the teachers are able to use different media for different material every meeting and the second one is the teachers are able to use non-technology media in case the facilities in the classroom are broken. Problem based learning has been advocated as a more progressive way in order to make students think critically and creatively (Horng et al., 2005; Malebese & Tlali, 2019). According to this theory, the researcher develops 2 different types of creative teacher. First, the teachers are able to make the students use their own ideas to solve the issues and second one is the teacher are able to provide logical and real issues that will be solve by the students.

Transformational is an expectation that will be realized or applied based on innovation and creativity that is later used to overcome problems. Transformation should be supported to support the innovation given by students and teachers who will teach in class. Transformation is very supportive in creativity because it is very suitable to support or encourage determinants of innovation in learning ((Suifan & Al-janini, 2017; Gumusluoglu & Ilsev, 2009). In education field transformational can be implemented by the teacher provide the challenges in the form of problems to students. Gumusluoglu & Ilsev (2009) state that transformational is done to make the students bring out the creativity and new innovations they have to overcome the challenges given by the teacher. In transformational the teachers are able to give the challenge to make the students think critically. It means that the teacher are able to create the material more challenging by inserted the problem in learning activity and the problem should be related to the students real life. The teacher also has to support the innovation that is used to overcome the problem in learning process, it means that the teacher has to create the class more active and innovative to solve the problem by using their own opinion.

Creativity plays an important roles in teaching process, because the teachers need to be creative to make the students shows their creative also (Fitriah, 2018; Avsec, S., & Savec, 2019). Besides that in this era the teachers have to be able to integrate the technology such as projectors, LCDs and computers is also essential for understanding in the 21st century. In the field of education, significant attention is given to creative abilities. It can be seen from the attempts of the government to include these elements within different educational programs in the field of education. These efforts make it possible for the students to optimally grow their creative skills. In addition to innovation, it is very important to change the learning environment to be successful and to increase the curiosity of students in learning. (Nee & Yahaya, 2016) stated that Teaching creativity is about how a teacher captivates the interest of students in learning, so teachers today need to be able to practice their teaching skills to create an atmosphere of creative learning.

Creative education includes the use of creative methods that make learning more enjoyable and successful. Thus, innovation education refers to efforts to develop the creative thinking of young learners. The discrepancy further shows the relationship between the two: imagination teaching includes innovative teaching. The person who teaches should use his creative potential to teach creatively. The personal capacity of teachers is therefore called for creativity teaching. Stated argued that Creative teachers have a wide range of solutions to the classroom problems and creative teachers can inspire the creativity of students as role models (Pease et al., 2020; Cayirdag, 2017). A teacher should become creative by combining current information with a new or unique approach or by implementing a new process to foster knowledge in order to obtain useful results. For this reason, teachers must be creative to improve their classroom skills. On the other hand, innovative thinking incorporates inventive methods to make learning more effective; thus encouraging imagination enhances the fostering of young people's creative skills (Ayob et al., 2013; Khodabakhshzadeh, Hosseinnia, Moghadam, & Ahmadi, 2018).

There are various models of creative teaching in the literature. One of such models is Torrance Incubation Model. The paradigm consists of three components: enhanced excitement, increased aspirations and increased awareness. Improved awareness aims to give sense and inspiration through warm-ups and events that create interest and increase the desire to learn the material while experiencing ambiguities. Deepening expectations involve further involvement in the subject by thoroughly analyzing concepts and ideas by exploring beyond the obvious. Extending learning involves engaging learners to bring the contents beyond the classroom. Cayirdag (2017) provided a more specific list of teacher behaviours that foster creativity including Encouraging students to learn independently, Having a co-operative, socially integrative style of teaching, Motivating their students to master factual knowledge, so that they have a solid base for divergent thinking, Delaying judging students' ideas until they have been thoroughly worked out and clearly formulated, Encouraging flexible thinking, Promoting self-evaluation in students, Taking students' suggestions and questions seriously, Offering students opportunities to work with a wide variety of materials and under many different conditions, Helping students to learn to cope with frustration and failure, so that they have the courage to try the new and unusual.

Based on previous studies conducted by (Khodabakhshzadeh et al., 2018) the researchers discussed the relationship between teaching success and creativity. In this examine it became stated that if the teacher has a high stage of creativity then it's going to be effective to learn. A pattern of 325 instructors from the Iranian EFL turned into randomly selected and rated on the size of ELT-CS and teaching efficiency. To this end, confirmed and dependable scales of creativity assessment (ELT-CS) of teaching efficacy scale of EFL teachers were used. There are two instruments used in this study: an innovation scale for English language teachers (ELT-CS) and a performance scale for students. The results of this study have educational and pedagogical guidelines for teachers and educators to improve the creative capabilities of their learners. This provides a framework for teachers and students to study their own perspectives on imagination and expectations.

Another research conducted by Pishghadam & Shayesteh (2012) Explores the connection among teachers' creativity and their success in classroom. To this end, 289 EFL learners, studying at one-of-a-kind English language institutes have been asked to fill out English Language Teacher Creativity Scale (ELT-CS) together with Characteristics of Successful EFL Teachers Questionnaire to charge their EFL teachers. The results of the correlation analysis indicated a sizeable relationship between the two variables in question. T-test outcomes had been also good sized concerning positive creativity sub-dimensions. The results received from regression equations similarly counselled that a couple of creativity dimensions can notably predict teacher achievement. Finally, empirical findings were discussed and implications were provided in the context of English language teaching.

The purpose of this study is to determine the extent of creativity that arises in the classroom when the teacher is teaching. By doing this research, every teacher will know the definition of real creative. The creativity that listed is taken based on the big theory from (Boden, 1998). Generally, the teachers are not willing to rated themselves as what they should. For that reason, this research about teachers' perception and observed implementation was identified. So the teachers will start to think that creativity is important when teaching class because in the 21st century a teacher is required to be creative when teaching class.

The topic of this research is about the level of creativity possessed by each teacher, especially teachers who teach English subjects. Creativity that is implemented in class is taken from (Boden, 1998), where each criterion of creativity has dimensions including exploratory creativity, transformational creativity, and combinational creativity. The creativity that arises will be compared whether there is a difference between the teacher's perception and the implementation of the teacher.

2. Method

This study used mixed method with the embedded design. In this study, qualitative data is more dominant than quantitative data. It means that this data is QUAL (quan). The quantitative data were used to support the qualitative data. The data were obtained from the instrument, the instrument was in form of quantitative data. Qualitative data were used to interpret and analyzed the instrument. Qualitative data had dominated than quantitative data because qualitative data will describe the quantitative data. Therefore, the data from in depth interview were in form of audio recorder.

This research conducted at SMA N 1 Tabanan. This school was selected by the researcher because this is the part of big study about teachers' creativity in Bali. Therefore, the school is one of the favourite schools in Tabanan. The lottery was conducted to get the regency. SMA N 1 Tabanan located in Dajan peken Tabanan. This school also had used new curriculum that affect all of the teachers had to design the activity that promote 21st century learning such as creativity. So, the

researcher wanted to recognize and observe how the English teachers in SMA N 1 Tabanan implemented the creativity in the class.

The data were obtained by using two questionnaires. The first was self-rated questionnaire and the second was classroom observation sheet. On self-rated the data were analyzed quantitatively by looking for the mean score from the creativity that appeared. After the data were collected, the final score was determined to get the result of the score in self-rated questionnaire. The data from classroom observation sheet were analyzed as same as self-rated questionnaire. Beside of using quantitative data, the data also analyzed qualitatively to describe some pictures and additional information to support the implementation of the creativity in the class.

After making observations in class, researchers get data from questionnaires filled out by researchers, questionnaires filled out by teachers, and from in-depth interviews. The self-rated questionnaire will be given to the teachers. They will perceive themselves about their creativity in learning English. The class observation sheet will be used by the researcher. The purpose of this questionnaire is to help researchers when observing teachers who are applying creativity in the classroom in teaching English. Then, in-depth interviews will be used if there are differences between self-assessment data and classroom observation data. In-depth interviews will be in the form of semi-structured interviews to get natural data from the teachers. Data collected from in-depth interviews will be analyzed by data reduction. The researcher collects all data from in-depth interviews and incorporates important parts that support or are needed in the study.

The embedded design meant that one data would be dominant. In this study, qualitative data would be dominant than quantitative data QUAL (Quan). The quantitative data were used to support the qualitative data. The data from self-rated questionnaire would be in form of quantitative data and it would be analyzed quantitatively and qualitatively. The data from classroom observation sheet would be in form of quantitative and qualitative because it would enhance the additional information while observing the teachers in implementing the creativity in the class. Then, the data from in-depth interview would be in form of audio recorder. This study used the data reduction to analyze that data. The researcher would collect the entire audio recorder and choose and put the audio script that supported or needed in the study.

The embedded design meant that one data would be dominant. In this study, qualitative data would be dominant than quantitative data QUAL (Quan). The quantitative data were used to support the qualitative data. The data from self-rated questionnaire would be in form of quantitative data and it would be analyzed quantitatively and qualitatively. The data from classroom observation sheet would be in form of quantitative and qualitative because it would enhance the additional information while observing the teachers in implementing the creativity in the class.

The results of the questionnaires were analyzed and more elaborated by using the interview results. In more specifically, the results of self-rated questionnaire were analyzed quantitatively. Those 24 statements are analyzed more simply in three types of creativity. The score of each creativity type is calculated to look for the mean score. The following formula is used to calculate the score of every type of the creativity.

$$\text{Score (types of creativity)} = \frac{\text{Total of the mean score in every learning step}}{3}$$

The result score in every type of creativity that has been calculated will be measured again to obtain the final score of the self-rated questionnaire. The following formula is used to calculate the final score in self-rated questionnaire. On observation sheet, the collected data were analyzed as same as on the self-rated questionnaire.

$$\text{Score} = \frac{\text{Total of the score in every type of creativity}}{3}$$

After the mean score in every type of creativity was calculated, those scores were summed up and divided by three to obtain the final score that used as the result of the score in self-rated questionnaire.

After the data was collected through a classroom observation sheet, the researchers have a second data related to the teacher's creativity in the learning process. The results of this data were analyzed quantitatively by looking at the point agreed by the teacher on each indicator of creativity and interpreting images creatively and also examining how to make findings. With this instrument,

researchers got other data about the creativity of teachers in applying English learning. After that, this data was compared with data from self-submitted questionnaires for approval between them. Gathering data fully obtained from self-observing and observing classes.

The interviews were conducted to analyze the differences between the results of the first and second data. In-depth interviews were conducted by interviewing all English teachers in SMA N 1 Tabanan. The teachers were interviewed by the researcher naturally, after the required interviews were collected, researchers use data reduction with Miles & Huberman's theory to analyze interviews. The researcher sends the information that supports or is needed into the study. After the mean score in every type of creativity was calculated, those scores were summed up and divided by three to obtain the final score that used as the result of the score in self-rated questionnaire. When the score in every type of creativity had been calculated, that score was calculated again to gain the final score that reflected as the result of the score in self-rated questionnaire. The following demonstrates the formula used to calculate the final score in self-rated questionnaire.

The criteria of creativity were designed to make possible to identify the criteria of creativity of the teachers. The following is the presented table to interpret the criteria of creativity.

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	$4.50 < x \leq 5.00$

The statement contained in the self-rated questionnaire was developed by Boden (1998) by dividing creativity into three dimensions. The three dimensions are exploratory, transformational, and combinational creativity. This data is quantitative data by grouping all statements and dividing them into 3 dimensions of creativity. Statements number one through eight are included in exploratory, statements number nine through sixteen are included in transformational, and the rest statements are included in combinational creativity. Each dimension of creativity was summarized and to find out the final score of each teacher and the creativity criteria that the teacher has. The following is the analysis of each criteria of creativity.

3. Result and Discussion

In this section, the data were gathered from self-rated questionnaire, observation sheet and in-depth interview. In self-rated questionnaire, the teacher rated their creativity according to themselves. In observation sheet, the teachers were observing on how they implemented their creativity in the class. The two teachers and researcher were recommended to add some additional information in the space given. There are two teachers who became the subjects in this study. The teachers were given the code T1 for teacher 1 and T2 for teacher two. However, in-depth interview was conducted when there is any discrepancy between self-rated questionnaire and observation sheet data. 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. The following Table 2 demonstrates the result of the teachers' perception.

Table 2. Teachers Perception

Number	Types of Creativity	Score on Teachers' Perception	Criteria
1	Exploratory	3.3	(Creative)
2	Transformational	3.9	(Creative)
3	Combinational	3.7	(Creative)
Average		3.7	(Creative)

In the table 2 demonstrate that the teachers rated themselves in the creative criteria in exploratory, transformational, and combinational creativity. The score from three types of creativity was reflected as the creative criteria. In general they perceived themselves as creative criteria in

creating various activity, teaching based on lesson plan, dividing the class as a group, using inductive learning, integrating technology in the learning process, using contextual problem, make the students solving the problem by using their own knowledge, creating different media in every meeting, using conventional media, utilising existed media, design old media, creating attractive activity, and combining online and offline platform in conveying the material. the results of the observation are demonstrated as the following Table 3.

Table 3. Observed Creativity

Number	Types of Creativity	Score on Classroom observation	Criteria
1	Exploratory	2.2	Slightly Creative
2	Transformational	2.4	Slightly Creative
3	Combinational	2.4	Slightly Creative
Average		2.4	Slightly Creative

Table 3 presents the observed implementation of creativity in the teaching and learning process. In the exploratory, transformational and combinational creativity, the teachers obtained score in Slightly Creative based on the observation in real teaching in the classroom, they were scored in the slightly creative in exploratory and transformational and combinational creativity. So from overall score the average that obtained based on the observed were in Slightly Creative. So the teachers obtained score slightly creative in creating various activities in the class, learning based on lesson plan, designing the class as a group, using inductive learning and integrating technology in delivering the material, using contextual problem in the class, designing the students to solve their problem using their prior knowledge, creating different media in every meeting and utilising conventional media, utilising existed media in the class, designing old media to be unique, creating attractive activity and combining online and offline platform in delivering the material. Thus, the discrepancy between the perception and the implementation can be demonstrated as the following Table 4.

Table 4. Teachers Perceived and Observed Creativity

Number	Types of creativity	Teachers' perception	Criteria	Facts as observed	Criteria
1	Exploratory	3.3	Moderately creative	2.2	Slightly creative
2	Transformational	3.9	Creative	2.4	Slightly creative
3	Combinational	3.7	Creative	2.4	Slightly creative
Average		3.7	Creative	2.4	Slightly creative

Table 4 presents that the discrepancy between how they perceived their creativity in teaching and facts as observed in the real teaching. The teachers perceived that they were creative. In other word, in teaching the teachers mainly focused using offline platform to support the learning process, teaching conventionally and focused to deductive learning. In using media, the teachers focused on conventional media, rarely modify the old learning media into the unique one and rarely using the various types of media. In every meeting the teachers rarely conducting the innovative activity and integrating contextual problem in learning process.

In addition, based on the results of interviews and facts observed while teaching in the class, the teachers were in Slightly Creative because their teaching focuses mostly on passive teaching and using conventional media, because passive teaching and the use of conventional media were considered to make students understand the explanations of the teachers so they do not want to change their teaching style. In addition, they were more likely to use offline teaching and use the same media at each meeting, they rarely do interesting activities in class. They were also not consistent in implementing creative activities in the class because they only create creative activities in the classroom based on class situations and conditions so that the creative activities created were temporary. Creativity will appear depend on the teachers, if the teachers creative the atmosphere in the class will change into creative automatically (Sousa, 2011). The difference occurs between the two data therefore interviews were conducted to clarify and reveal the differences that occur. The interviews revealed that they prefer conventional media for several reasons, the media they use is limited and indeed and they prefer to use conventional media for teaching. They also do not want to use online media because they think that using online media is not fully effective in the classroom.

Teachers also rarely use interesting activities in each meeting because they think that the most important thing is students understand what they teach so they do not implement or do not create interesting activities in each meeting.

It can be concluded that the teacher have a scored in slightly creative because based on the results of the interview have a correlation and support the observed facts. This shows that teachers only judge themselves in creative criteria based only on subjective opinions and judgments they do not want to be honest about the skills they have. The creative teachers would make the students think creatively (Sousa, 2011). In addition, they do not judge themselves based on their abilities because the activities provided are a reflection of skills in 21st century learning. In addition, every teacher certainly has their own reasons why they do not become creative during teaching class. That is the reason why differences can occur between teacher perceptions and facts as observed.

The result of this study the teachers score themselves as creative but in other hand the atmosphere in the class were not successfully according to the score from the teachers perception. Furthermore according to the real observation, the teachers obtained score in slightly creative it means that the teachers rarely using technology in the class, design creative activity, adapted the innovation in the class. it means that the teachers perceived themselves subjectively the successful teaching is located on how the teachers create the creative atmosphere in the class (Ayob et al., 2013). It means that the teachers have to perceive themselves honestly to make sure that they know what they have.

4. Conclusion and Suggestion

Based on the finding and discussion the teachers' perception occurred In SMA Negeri 1 Tabanan the English Teachers rated themselves as creative in teaching English in the classroom. The teachers also rated themselves consistently consistent in implementing creative activity in the learning process in the class. Beside that The English Teachers in SMA Negeri 1 Tabanan were categorised as slightly creative in teaching English in every learning step. In implementing the activity in the class, they were also consistent in every learning step when they teaching English in the class. Meanwhile the discrepancy occurred between how the teachers perceived their creativity in the class and how they implemented it the real teaching in the class. The teachers perceived themselves as creative, in other hand the teachers teaching in the class conventionally, they preferred to use offline class rather than online class, deductive learning, teacher centre technique, using the same media in every meeting, rarely conducting innovative activity and integrating the contextual problem as learning material, in addition the activity that listed in the observation sheet were rarely appeared in the class. According to the study that had been designed and the result that had been collected and demonstrated, the researchers wants to give some suggestions for the teachers, the teachers are suggested to rate themselves according to their own abilities. They are also suggested to be able to design more activities associated with creative activities in the class to create the learning that reflected as 21st century learning. For the other researcher, the scope of this study was limited on identifying teachers' perception and observing the real implementation about their teaching creativity in SMA Negeri 1 Tabanan. Thus, the other researchers are suggested to examine other variables about teaching creativity in the classroom besides perceived and observed teaching creativity in the class. For the teachers' professional development, the teacher's professional developers are suggested to provide the example of how to implement, create, and act the creative activity in the class to promote 21st century learning.

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