Perceived Teaching Creativity and Strategy of Implementation in Distance Learning Activities

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Abstrak

Pembelajaran jarak jauh atau online learning mudah dilakukan mengingat kemajuan teknologi di era sekarang ini dengan berbagai aplikasi yang memungkinkan pembelajaran tatap muka atau nontatap muka. Namun, yang menjadi kendala adalah kreativitas guru dalam memanfaatkan teknologi yang ada. Penelitian ini bertujuan untuk menganalisis penilaian guru terhadap kreativitasnya dan bagaimana mereka mengimplementasikan kreativitas tersebut pada konteks pembelajaran dalam jaringan. Penelitian saat ini adalah penelitian embedded mix-method yang menggunakan kuesioner self-rated, lembar observasi pembelajaran jarak jauh, dan wawancara mendalam sebagai instrumen. Subjek penelitian yaitu guru mata pelajaran Bahasa Inggris. Metode yang digunakan untuk mengumpulkan data yaitu observasi, wawancara, dan kuesioner. Instrumen yang digunakan untuk mengumpulkan data yaitu kuesioner. Dalam penelitian ini, data kualitatif lebih dominan dibandingkan data kuantitatif QUAL (Quan). Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian yaitu pertama, guru menilai dirinya kreatif dalam melaksanakan pembelajaran jarak jauh atau pembelajaran daring. Kedua, kreativitas guru diobservasi dan dinilai kurang. Ketiga, terdapat kesenjangan antara penilaian diri dan hasil observasi terhadap kreativitas guru, yaitu pada satu sisi guru menilai diri mereka kreatif, namun pada sisi lain, kreativitas mereka masih dinilai kurang berdasarkan observasi.

Kata kunci: kreativitas guru, pembelajaran abad 21, pembelajaran daring

Abstract

Distance learning or online learning is easy to do considering technological advances in today's era with various applications that allow face-to-face or non-face-to-face learning, but the obstacle is teachers' creativity in utilizing existing ones. This study aims to analyze teachers' assessment of their creativity and how they implement it in online learning. The current research is embedded mix-method research that uses self-rated questionnaires, distance learning observation sheets, and in-depth interviews as instruments. The research subject is the English subject teacher. The methods used to collect data are observation, interviews, and questionnaires. The instrument used to collect data is a questionnaire. Qualitative data is more dominant in this study than quantitative data QUAL (Quan). The technique used to analyze the data is descriptive qualitative and quantitative analysis. The research results are; first, the teacher assesses himself to be creative in implementing distance learning or online learning. Second, teacher creativity was observed and assessed as lacking. Third, there is a gap between self-assessment and observations on teacher creativity. Namely, on the one hand, teachers judge themselves to be creative, but on the other hand, their creativity is still judged to be lacking based on observations.

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

1. INTRODUCTION

Since the technology was rapidly developed, education must also be enhanced as one of the essential parts of life. Specifically, the teaching process must be changed, especially from teacher-centred to student-centered (Ardaya, 2016; Jaedun & Nuryadin, 2017;

Syawaluddin & Iswari, 2015). Teacher-centered is viewed as less effective in the teaching and learning process. Teachers are taking a significant role to deliver the materials (Benjamin et al., 2017; D. Setiawan & Wilujeng, 2016; Ye, 2021). It provides small opportunities that affect students' low participation in the teaching process (Abdullah & Osman, 2010; Al Sultan et al., 2018; Baswendro et al., 2015). Through teacher-centred learning, teachers usually use specific textbooks, mostly grammar-oriented, to compare native and target languages (Noge, 2019; Syawaluddin & Iswari, 2015). In this situation, students tend to be more competitive and individualistic. It is caused by less opportunity to interact with each other and less time to think aloud (Dwi et al., 2013; Safitri et al., 2019). In addition, teacher-centred learning will make students become passive learners who only listen without sufficient opportunities to participate in class. It means that the interaction is only happened in two ways, not in multiple ways

Therefore, the best thing that teachers can do is change their role from dominator to a facilitator (Purwowidodo, 2017; Sa'pang & Purbojo, 2020; Tjakradidjaja et al., 2016). By conducting the teaching process student-centred, students will be more active because they are facilitated enough to be the central point in class (Ladjar et al., 2018; Rahmawati & Suryadi, 2019; Wyness & Dalton, 2018). Students' attitudes toward the teaching process will be better than before through this change. They will be shifting the way they learn to become more active learners. As supported by previous research, this change makes students more engaged and comfortable studying (Astraman et al., 2017; Gholami et al., 2021). In addition, students will get bigger chances to explore, use their critical thinking, and share their perspectives on the subject matter. Student-centred learning facilitates students to work individually, in pairs, or a group. It means that various activities help accommodate students' capabilities (Aji Sofanudin et al., 2016; Attard & Holmes, 2020; Sudana et al., 2019). Thus, the classroom activities bring many advantages to students, such as the opportunity to give arguments toward some problems discussed in a group, share their ideas, learn from each other, be more confident, and use English in a meaningful way.

Education experts highlight the history of education in Indonesia regarding curriculum changes. The curriculum's names that have been used in Indonesia are following the year the curriculum was implemented. Three examples of them are curriculum 2004, 2006, and 2013 (Kurniaman & Noviana, 2017; Maryani & Martaningsih, 2017; Nasihin, 2016). The newest curriculum, generally well-known as K13, is continuously developed to solve some education issues in Indonesia (Astuti & Darsinah, 2018; Setiadi, 2016; Wulandari, 2020). The previous Indonesian minister of education and culture, Muhammad Nuh, assumes that Indonesian student achievement is left behind. He also believes that the Indonesian curriculum has to be changed, developed, and adjusted to the world of educational trends. As the educational trend changes, the Indonesian curriculum must be based on reasoning reinforcement, not only memorizing. K13 is the solution for developing education in Indonesia (Gunawan, 2017; A. Setiawan et al., 2020; Suyanto, 2018). This curriculum can support student-centred learning to be carried out in the teaching and learning process.

The K13 is closely related to 21st-century learning trends. It shows a significant change toward the comparison of the K13 curriculum with previous curriculums (Fatimah, 2019; N. D. Lestari, 2018). It is proved from the purpose of the K13 curriculum, which focuses on clear competencies that students must acquire. Therefore, the K13 curriculum must be implemented to observe students' achievements in skill learners as a criteria lesson (Cerit, 2013; Kuantum et al., 2018). This concept emphasizes students' competence to reach specific performances standard. In addition, the results can be perceived by being observed adequately by teachers. The K13 curriculum is directed to develop knowledge, understanding, ability, value, attitude, the forms of proficiency, accuracy, and success with

full of responsibility (Novika Auliyana et al., 2018; Nurtanto et al., 2021). It is a character and competence-based curriculum that is born to answer numerous deficiencies in previous education experiences.

K13 is arranged to achieve 21st-century learning goals. The goals are based on 4C skills namely, Communication, Collaboration, Critical Thinking, and Creative (Kembara et al., 2018; Maryani & Martaningsih, 2017; Nasihin, 2016). These 4C skills can be mastered by students if the educators are creative in the way they are teaching the learner. The goals of students are mastering all of the 4C skills through the role of teachers as a facilitator in the process to achieve it (Bedir, 2019; Prameswari & Anik Lestariningrum, 2020). This curriculum strives to achieve excellence in mastering the society of science and technology and to provide the citizens in facing today's competition of globalization era that is full of challenges (Kurniaman & Noviana, 2017; Subagia & Wiratma, 2016). The implementation of the 2013 curriculum becomes a big challenge for teachers. In this 21st era, the education cannot be separated from technology. Its development affects all aspects of the world especially the field of education which also developed following the technological developments to fulfill students' needs.

There are always different ways of learning and teaching with technology. It shows that teachers' creativity is essential to support students in reaching the goal. Therefore, teachers must develop their creativity in teaching by integrating technology and mastering 4C skills (Kembara et al., 2018; Listiawati, 2018; Meilani et al., 2020). However, every teacher has different creativity or style in teaching a lesson. These differences are caused by different factors such as classroom setting and learning materials supported by technology. Some teachers face some difficulties when implementing their creativity in the teaching process, especially when using technology as a supporting system for 21st-century learning. Teachers must be brave to face all barriers (Geng et al., 2019; Mutohhari et al., 2021). As also mentioned in that study, teachers typically desire to integrate technology into the classrooms but less in confidence and competence. In some cases, it is crucial to continuously update and evaluate the educational technology to fulfil the educational goals (Sert & Boynueğri, 2017; Supriyanto et al., 2020). Teachers' creativity coupled with the use of media and mastery of technology in teaching is essential besides mastering the material taught. These will increase the possibility of the teaching and learning process. Furthermore, teachers' ability to master technology and use their creativity simultaneously will be beneficial in the learning process, especially in the current pandemic situation (Hamzah et al., 2021; Satyawan et al., 2021).

At the end of 2019, the coronavirus outbreak occurred and spread rapidly worldwide. Coronavirus, also known as COVID-19, has dramatically affected the education sector (Atmojo & Nugroho, 2020; Supriyanto et al., 2020). It spreads through the respiratory tract. To avoid the spread of that virus, the government has made a physical distancing protocol. The physical distance protocol makes the teaching and learning process conducted unusually because public places such as schools usually filled with many people have to be temporarily closed during the pandemic (Jogezai et al., 2021; Purnamasari et al., 2020). Therefore, the minister of education requires the teaching process to be implemented in distance learning (Septina et al., 2020; Yunitasari & Hanifah, 2020). Distance-learning or online learning is easy to do considering the advancement of technology with various applications that allow face-to-face or non-face-to-face learning in this era. However, the problem is teachers' creativity in using existing applications to achieve learning goals, with many limitations that teachers will meet in carrying out distance learning.

Most teachers have implemented distance learning for a long time through the E-learning platform, but it cannot be avoided that some teachers have difficulties in carrying out the teaching process as effectively as direct learning in class (Fikri et al., 2021; Primasari & Zulela, 2021). Thus, teachers' creativity in teaching is essential to help the distance learning

process succeed (Hamidaturrohmah & Mulyani, 2020; Suhendro, 2020; Vera, 2020). Teachers' creativity in teaching applied in the distance learning through suitable applications will affect the process and the results of the learning (Costa et al., 2020; Goudeau et al., 2021; Prahmana et al., 2021). It will not be easy for teachers to implement because they have to achieve the goal of 21st-century learning besides making a comfortable distance learning atmosphere. It means that teachers must use their creativity to create interactive learning with several variations that support students to reach the goals, even in a virtual way. Thus, the current research is carried out on teachers' creativity in distance teaching and the learning process. This study aims to identify the differences between how teachers perceive their creativity in teaching and how they implement their creativity in conducting distance learning.

2. METHOD

Current research is embedded mix-method study that use self-rated questionannaire, distance learning observation sheet, and in-depth interview as the instruments. Embedded mixed method is used to gain more credible and well described result. The self-rated questionnaire is used by teachers in perceiving themselves, while the observation sheet is used by the researcher to observe teachers' creativity level while implementing their creativity in teaching English. Furthermore, in-depth interview is conducted to support the data where there is a discrepancy between teachers' perception toward their creativity with the result of the observation toward the implementation of teacher's creativity in distance learning. The interview is conducted in semi-structured way to gain more natural data.

In embedded design, there is one data that more dominant than another. In this research, the qualitative data are dominant than the quantitative data. It means that the quantitative data will be used to support the qualitative data. The data of self-rated questionnaire are in form of quantitative (number or scale) and the data are elaborated qualitatively. In the observation sheet, the collected data will be in form of quantitative and qualitative data because the researcher can add some notes about the findings while observing teachers in implementing their creativity in teaching English. All data that have been noted are analysed by using data reduction and changed into in form of script. This script is used to support all of findings that are found by the researcher. Furthermore, SMKN 1 Amlapura is selected to represent the Karangasem regency because this research is a part of big study about teachers' creativity in Bali. Besides that, the school is used to represent the vocational school in this regency. The vocational school is chosen in order to enrich the data about teacher's creativity for the bigger study.

Two English teachers in SMK Negeri 1 Amlapura are selected as the subject. They are observed in conducting the distance learning process in purpose to identify whether the English teachers can use their creativity in teaching English or not and to observe the discrepancy between how they perceive and how they implement the creativity. In collecting the data, the researcher was using three different methods and three different instruments. Self-rated questionnaire is distributed to teachers and they have to fill it based on the units attached related to three types of creativity. The data will represent on how teachers perceive their creativity in the distance teaching and learning process. This questionnaire covers statements based on those three different dimensions of creativity.

Meanwhile, observation sheet is used by the researcher to observe how teachers implement their creativity during distance teaching and learning process. The researcher observes how teachers teach students during the distance teaching and learning process, such as by joining an active distance learning session or by assessing the previous task that was already done. Observation sheet that is used in observation contains the researcher's

observations result of teacher's performance. Moreover, interview method was used to enrich the data, or to fill the gap of the information that cannot be gathered by both questionnaire or observation. It is used to find out any additional data that help researcher to see if there is any discrepancy between how teachers perceive their creativity and how teachers implement their creativity in distance learning session. The data from interview method later can be used as an additional data to support the data analysis later. There are three different data that are gathered in this research. The first data is quantitative data that is collected by using self-rated questionnaire. There are 24 statements which are classified into three types of creativity. Then, the mean score in every type of creativity need to be calculated. After the mean score in every type is found, then those scores were summed up and divided by three to reach the final score that reflected as the result of the score in self-rated questionnaire.

The second data are collected by using observation method. Teachers' creativity level is assessed by giving point in every statement of the observation sheet. Notes and pictures related to teachers' creativity are interpreted by the researcher to support the data. Therefore, the data are in form of quantitative and qualitative. The result of the observation is analysed by looking at the point that reaches by teachers in each of those 24 statements. Through this instrument, the researcher obtains another data toward teachers' creativity in implementing the distance learning. Subsequently, the complete data from self-rated questionnaire and classroom observation are compared to find out the discrepancy between them. The third data is collected by using interview method. It is conducted with teachers in SMKN 1 Amlapura after it is finding that there is discrepancy on the result of self-rated questionnaire and the result of classroom observation sheet. The researcher conducts semi-structured interview model in order to make the result of the interview more natural and more specific. This process is conducted to determine the comprehension of teachers related to the use of creativity in the distance learning process. The technique used to analyze the data is descriptive qualitative and quantitative analysis.

3. RESULT AND DISCUSSION

Result

The finding presents the data result which are collected through self-rated questionnaire, observation sheet, and in-depth interview. There are 24 statements that are divided into three types of creativity on self-rated questionnaire and the observation which are developed from theory (Boden, 1998). Those types of teaching creativity are exploratory, transformational, and combinational. Thus, the overall scores of T1 and T2 perceptions of their creativity in each type are presented in Table 1.

Table 1. Teachers' Perception Result

Number	Types of Creativity	Score on Teachers' Perception	Criteria
1	Exploratory	3,65	Creative
2	Transformational	3,79	Creative
3	Combinational	3,75	Creative
	Average	3,73	Creative

As presented in Table 1, teachers perceive themselves as creative in three types of creativity, specifically in exploratory, in transformational, and in combinational creativity. The average score of the three types of creativity showed that teachers constantly perceived their creativity as creative criteria. Thus, they perceived themselves as creative in creating

various activity in the distance learning, following the lesson plan, making group online learning, using inductive learning, integrating technology in delivering the material, using contextual problem, creating students to solve their problem using their prior knowledge, creating different media in every meeting, utilizing existed media in the class, creating attractive activity and combining online and offline platform in conveying the material, and using conventional media when it is needed. Meanwhile, teachers' ability to apply creativity when teaching in distance learning has been assessed using an observation sheet. In addition, the units of the questionnaire are made the same as the self-rated questionnaire which consists of 24 statements and divided into three types of creativity in order to make it fair. Thus, the data from observations of teacher creativity are presented in Table 2.

Table 2. Observation Result

Number	Types of Creativity	Score on Observation on Teachers' Creativity	Criteria
1	Exploratory	1,23	Unlikely Creative
2	Transformational	1,19	Unlikely Creative
3	Combinational	1,09	Unlikely Creative
	Average	1,17	Unlikely Creative

Table 2 shows the observation result of teachers' creativity implementation score in conducting distance learning. The result indicates that teachers' creativity implementation is categorized as unlikely creative. Accordingly, teachers are observed as unlikely creative due to their attitudes which are not often to create and use various activities and medias in the class, rarely followed the lesson plan, using inductive learning, integrating technology, using real problem, making students solve their problem using their own prior knowledge, combining varies media such as modern media and conventional media, creating attractive activity and combining different medias in delivering the material. As aforementioned, there is a discrepancy on the result between teachers' perception toward their own creativity and the observation result of teachers' creativity in distance learning session. Teachers perceived their creativity as creative, while in implementing their creativity in distance learning, teachers are observed as unlikely creative. The comparison of teachers' perception scores with the observed facts is presented in Table 3. Based on data analysis, that the discrepancy is occurred between how they perceive the creativity in teaching through distance learning and facts as observed in the real implementation of creativity.

Table 3. Teachers' Perceived and Observed Creativity Result

Types of Creativity	Teachers' Perception		Facts as Observed	
	Average Score	Criteria	Average Score	Criteria
Exploratory	3,65	Creative	1,23	Unlikely Creative
Transformational	3,79	Creative	1.19	Unlikely Creative
Combinational	3,75	Creative	1.09	Unlikely Creative
Average	3,73	Creative	1.17	Unlikely Creative

Discussion

Based on data analysis, that the discrepancy is occurred between how they perceive the creativity in teaching through distance learning and facts as observed in the real implementation of creativity. On one side, teachers perceive themselves as creative in

implementing their creativity through the distance learning. The findings of previous research also stated that teachers must be creative in creating fun distance learning so that students enjoy learning (Azhari & Fajri, 2021; Lapada et al., 2020; Mansur et al., 2021; Sari et al., 2020). It indicates that they sometimes teach based on the lesson plan, make students work in group or in pair, teach inductively, use various activities and technology as learning media, conduct innovative learning by using combinational media, and modify the media and activities to be more interesting. The findings of previous studies also state that the use of technology can facilitate teachers in teaching (Geng et al., 2019; Sert & Boynueğri, 2017; Supriyanto et al., 2020). In addition, the use of media in online learning can also make it easier for students to understand learning materials (Atsani, 2020; Hartini et al., 2017; K. B. Lestari et al., 2021; Udayani et al., 2021). On the other side, teachers are observed to mainly conduct monotonous teaching activity, lack of activity, media and platform use variations, one-way communication, rarely conducting innovative activity and integrating the contextual problem as learning material in the class. The lack of learning media will make it difficult for students to understand the learning material (Ahdan et al., 2020; Saputra et al., 2021).

The activity that is conducted in the learning process based on the facts as observed is consistently reflected as the unlikely creative activity (Lai et al., 2019; Silva et al., 2018). It indicates that the implementation of creativity in teaching of teachers are not optimal yet as what they perceived. Three aspects that could be used in observing the creativity of teachers namely creative abilities, skills and motivation, in which motivation is the most important aspect (Indrianto & Kurniawati, 2020; Oliveira et al., 2021; Soh, 2017; Susiloningsih, 2016). Teachers who have high degree of effort and motivation will have high creativity and likewise the opposite happened. Moreover, teachers who had high degree of effort and motivation at least try to plan and design the all the learning activities as creative as they can (Latifa, 2017; Nurtanto et al., 2021; Pratama et al., 2020). Teachers need to teach the creativity to develop the ideas by considering the time for the preparation, plans, application, conclusion and evaluation (Iqbal et al., 2021; Mauliate et al., 2019). The reason of English teachers of SMK N 1 Amlapura were categorized as unlikely creative because the limitation facility, subjective judgement and their creativity in teaching was not optimal yet. Most of the time, teachers were only provide learning material and giving task, then leave the learning session. This later resulted in the lack of activity, that always happened in pre- and post-activity.

Furthermore, based on the observation in the distance learning session, sometimes teachers are found capable to utilize and combine different kind of platform, make use of different kind of media, modify existing features of certain platform, and combine the use of printed and conventional media in distance learning. However, these are limited to some extend of use, and never truly seen any full potential from the usage of them. Additionally, they were also consistently inconsistent in implementing the creativity in the class. They are only capable applied their creativity mostly in whilst-activity. Thus, the different data are gained from those two data. The result of the interview reveals that teachers feel pity if there was any activity that need big amount of internet data from students. This condition because of the result of many people lose their jobs because of the quarantine, that resulted in the economic problem for most of people. The sudden pandemic situation also has a huge impact on teachers in teaching because they suddenly have to carry out full distance learning which they have never done before (Fikri et al., 2021; Hutauruk & Sidabutar, 2020; Rigianti, 2020).

[I had used google classroom to teach students but it took up more time and not all of students wanted to be active. Students also complained a lot about broken voices or low internet connections at home. So, for now I use Moodle LMS for teaching.]

One of quoted interview proves that the distance learning can be effective and vice versa, according to the attitudes of all parts, teachers and students. The findings of previous

studies also state that distance learning can be effective if teachers prepare carefully (Sudiarta & Sadra, 2016; Thambu et al., 2021; Wulandari et al., 2020). Temuan penelitian lainnya juga menyatakan bahwa penggunaan media pembelajaran, model pembelajaran yang sesuai untuk pembelajaran online dapat meningkatkan hasil belajar siswa (Alfi et al., 2016; Atsani, 2020; Gavrilenko, 2018; Mustakim, 2020). Teachers' creativity will be very useful when students can pay attention on it, meanwhile students can be well-accommodated when teachers are creative in facilitating the learning process, especially through virtual way. 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 determines the point of students' quality. In addition, further research with more sophisticated method is suggested to expand this small-scale research so that the finding could be more reliable. Policy maker are also 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 is a discrepancy occurred between teachers' perception and facts as observed in teaching creativity in distance learning. Therefore, the interview is conducted. The results reveals that most teachers do not follow the learning steps in the lesson plan as a whole, do not do distance learning with varied platforms according to material needs, and rarely do innovative activities and included contextual problems as learning material.

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