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Teacher Efficacy and Teacher Social Perception in Creative Teaching for Elementary School Teachers

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ABSTRAK

Kreativitas menjadi kompetensi yang perlu dimiliki oleh guru, terutama dalam proses pembelajaran, guna mendukung terbentuknya proses berpikir kreatif pada anak-anak. Pengajaran yang kreatif perlu diaplikasikan terutama dalam pembelajaran anak-anak sekolah dasar karena mereka berada pada periode kritis dalam pembentukan proses berpikir kreatif. Guru memiliki peran untuk memupuk dan meningkatkan kreativitas pada anak usia sekolah dasar. Penelitian ini bertujuan untuk menganalisis korelasi antara efikasi guru dan persepsi guru terkait kreativitas terhadap perilaku pengajaran kreatif selama pembelajaran di sekolah. Penelitian ini menggunakan pendekatan kuantitatif. Pengambilan sampel data terhadap 43 guru sekolah dasar yang berasal dari beberapa kota di Indonesia dilakukan melalui teknik acak sederhana. Alat ukur yang digunakan dalam penelitian ini yakni Creativity Fostering Teacher Index (CFTI) dan Teaching for Creativity Scale (TFCS). Data yang diperoleh diuji secara kuantitatif menggunakan analisis regresi linier sederhana. Hasil penelitian menunjukkan bahwa efikasi diri dan persepsi guru terbukti dapat mempengaruhi kreativitas dan perilaku pengajaran kreatif. Peningkatan efikasi pada guru terbukti dapat membantu guru untuk membentuk keyakinan diri dalam pengajaran kreatif. Di sisi lain, persepsi guru terhadap kreativitas juga akan mempengaruhi dalam pembentukan efikasi guru dalam mengaplikasikan kreativitas pada proses belajar mengajar.

ABSTRACT

Creativity is a competency that teachers need to have, especially in the learning process, to support the formation of creative thinking processes in children. Creative teaching needs to be applied especially in the learning of elementary school children because they are in a critical period in forming creative thinking processes. Teachers play a role in fostering and increasing creativity in children in elementary school. This study analyzes the correlation between teacher efficacy and teacher perceptions of creativity on creative teaching behavior during school learning. This study uses a quantitative approach. A sampling of data on 43 elementary school teachers from several cities in Indonesia was conducted using a simple random technique. The measuring tools used in this research are the Creativity Fostering Teacher Index (CFTI) and the Teaching for Creativity Scale (TFCS). The data obtained were tested quantitatively using simple linear regression analysis. The results showed that self-efficacy and teacher perceptions influence creativity and creative teaching behavior. Increased teacher efficacy has been proven to help teachers to form self-confidence in creative teaching. On the other hand, the teacher's perception of creativity will also affect teacher efficacy in applying creativity to the teaching and learning process.

1. INTRODUCTION

In developing creativity in students, some conditions need to be developed, including teacher creativity which includes creative teaching (Alvarez-Huerta et al., 2022; Xianhan Huang et al., 2019). The development of creativity in the context of education aims to prepare students to be competitive and is an effort to improve the quality of education in Indonesia (Kuswariningsih, 2016; Mulyani, 2019; Pentury, 2017). Therefore, creativity is a competency that needs to be mastered by teachers because the teacher's position is the spearhead in the learning process and student achievement. In other words, the more creative the teacher is in finding, finding, generating, and implementing new ideas and innovations in teaching, the higher the chances of students achieving the expected learning outcomes following the curriculum and the more potential to produce creative students as well (Hadisi et al., 2017; McVey, 2016;

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Octaberlina & Muslimin, 2020). Creative teaching needs to be applied especially to children from an early age. The period of children at the basic education level (kindergarten and elementary school) is an important phase in supporting the development and inculcation of creative thinking processes that will be useful in their lives in adulthood (Andriani, 2012; Leggett, 2017). Creative teaching carried out by teachers will help children in developing critical thinking processes (Antara, 2018; Ata-Akturk & Sevimli-Celik, 2020; Lestariani et al., 2019). The ability to think critically will help children in solving a problem and help children in developing their ideas (Adnan et al., 2017; Widarti et al., 2020). Thus, teachers need to have the ability to develop creative ideas that can be applied in activities carried out in the classroom. At the same time, the learning targets set in the curriculum are still achieved (Lee & Kemple, 2014). Therefore, preparing creative teachers needs to be done to support and increase creativity in children from an early age (Ata-Akturk & Sevimli-Celik, 2020). Creativity is a skill needed to succeed in facing life's challenges in the future, but its implementation in Indonesian schools has not been as expected (Setiawan, 2014; Syamsuar & Reflianto, 2019). This condition is evidenced by the measurement results of the Global Creativity Index in 2015, showing that Indonesia is ranked 115th out of 139 countries with low student creativity performance (Baghetto, 2010; Florida et al., 2015). The Indonesian government in Undang-Undang Nomor 20 Tahun 2003 has emphasized that the implementation of education in Indonesia aims to develop creativity in students. Therefore, educators and education staff should build a learning environment that is creative, meaningful, dynamic, fun, and dialogical so that the objectives of implementing education can be achieved. (Delen & Kaya, 2013). The low level of creativity, especially in the scope of education in Indonesia, occurs because of several obstacles, one of which is the low level of confidence or self-efficacy in teachers regarding the ability to build creative learning. The number of teachers with high and very high self-efficacy is lower than those with moderate to very low self-confidence (Prihastyanti & Sawitri, 2020). Another factor that causes the low application of creative teaching is the teacher's perception or assessment of the concept of creativity itself. A study shows that teachers still think creativity can only be applied to language and cultural learning (Dewi, 2015; Setyaningtyas, 2019). The tendency of teachers to stop developing themselves and assume students will succeed with classical teaching patterns is also an obstacle to the formation of an educational environment that is open to the development of creativity (Pentury, 2017). However the teacher's perception of creativity will lead the teacher to build creative learning and can help students form the belief that they can develop and learn to be more creative (Kampylis et al., 2009; Rubenstein et al., 2013). If these problems are left unchecked, they will impact the quality of learning.

One of the factors that influence teacher creativity is self-efficacy. Self-efficacy is a person's belief about his competence in carrying out a task to achieve success (Siron, 2020; Suryani et al., 2020). Self-efficacy has a very important role in life, with high self-efficacy (Holzberger & Prestele, 2021; Skaalvik & Skaalvik, 2010). Through self-efficacy, a person can find and develop his potential optimally (Chesnut & Burley, 2015; Evriani & Kumalasari, 2019). Everyone has different self-efficacy. Someone who has high self-efficacy, then that person will set high targets for what he wants and use feelings, direct motivation, and actions to be able to achieve the desired goals or targets (Chesnut & Burley, 2015; Evriani & Kumalasari, 2019; Suryani et al., 2020). Self-efficacy, in this case, is the interest in being a teacher. Previous findings stated that teachers with high self-efficacy would affect the quality of learning experienced by students (Monika & Adman, 2017; Roebianto, 2020). Teachers' self-efficacy significantly impacts student achievement and creativity (Fitriana et al., 2015; Saputra et al., 2021). The higher the confidence or self-efficacy in the teacher, the more they will believe that the teacher can help students achieve certain successes and achievements (Morin, 2022). The teacher's self-efficacy toward digital technology and the level of teacher digital technology proficiency motivate student learning (Siron, 2020; Wulandari & Sari, 2019). Given how important creativity is for teachers to support the development of creative thinking processes in students, it shows that there is a need for further research to see the relationship between the determinants of the formation of creativity in the scope of education through different analytical points of view (Chen & Yuan, 2021; Dere, 2019). Based on this description, it can be concluded that creative teaching needs to be supported by the factors mentioned above, teacher's self-efficacy (teacher's efficacy) and teacher's perception of creativity (societal value). This study analyzes the correlation between teacher efficacy and teacher perceptions of creativity on creative teaching behavior during school learning.

2. METHOD

The type of research used is quantitative correlational to determine the correlation of teacher's efficacy and teacher perception of creativity (societal value) to teacher behavior that can support the growth of creativity in elementary school students. Participants in this study were teachers who teach at

the elementary school level (SD) from several regions in Indonesia (Jabodetabek, Pekalongan, and Aceh). The participants were participants who took part in a workshop with the theme of building creative teaching for elementary school teachers organized by the Faculty of Psychology, University of Indonesia. As many as 43 participants joined this study and participated in the workshop activities. Each participating teacher must fill out the instrument provided through the Google Form application. The incoming data is also stored directly in the Google Drive that has been prepared. The teacher's self-efficacy variables (teacher's efficacy), teacher's perception of creativity (societal value), and behaviors that support creative teaching are measured using the Creativity Fostering Teacher Index (CFTI) and Teaching for Creativity Scales (TFCS) instruments (Rubenstein et al., 2013; Soh, 2000). The CFTI instrument uses nine dimensions and 45 listed items to measure behaviors that can support students' creativity formation. The score for each item is determined based on the respondent's choice on a Likert Scale against six alternative responses, namely in the range 1, which means "Never," to 6, which means "Always." The TFCS instrument measures teachers' beliefs that affect their ability to build creative teaching. TFCS consists of 4 dimensions and 45 items. This study only used two dimensions, namely Teacher Self-Efficacy and Societal Value, to measure the teacher's self-efficacy variable and teacher's perception of creativity. The response choices on the Likert Scale on the instrument are in the 1-point range, which means "Strongly Disagree" to 7 "Strongly Agree."

The reliability coefficient generated through the Alpha Cronbach Coefficient shows the value of the CFTI measuring instrument (0.959), Teacher Efficacy (0.958), and Societal Value (0.930). Item number 13 in the CFTI measuring instrument shows the Corrected Item Total Correlation (crIT) Technique <0.30, so it can be concluded that the item was eliminated. According to Anastasi and Urbina (1997), the limits of a good reliability coefficient range from 0.8 to 0.9. The coefficient value indicates that between one item and another item on all measuring instruments is quite consistent in measuring the same construct. After conducting the reliability test, the validity test technique was carried out using the Corrected Item Total Correlation Technique by correlating the item scores with the total score and correcting the overestimated coefficient values. The significance test was carried out by using r table criteria at the significance level, using r table criteria at a significance level of 0.05 with a two-tailed test. Thus, the measuring instrument used can be valid for predicting creative teaching, teacher efficacy, and teachers' social perception of creativity. The data analysis technique in this study aims to measure the correlation between the teacher perception variable (X1) and teacher self-efficacy (X2) on the teacher behavior variable (Y). The simple linear regression analysis technique uses Macro Process for SPSS.

3. RESULT AND DISCUSSION

Result

Data to calculate how creative teaching, teacher efficacy, and teacher's social perception of creativity relate are taken from the results of the Pre-Test conducted on 43 participants consisting of elementary school teachers. Descriptive analysis was used to examine how creative teaching, teacher efficacy, and teacher perceptions of creativity were associated. Therefore, the following are the results of these statistical calculations. The processing results indicate that each item used in this study has met the validity requirements because all of the items in each measuring instrument are above the value of 0.30. The results of reliability testing on the three variables, namely creative teaching attitudes (CFTI), teacher efficacy, and teacher's social perception of creativity (societal value), showed reliable results because Cronbach's alpha was above 0.70. Data were analyzed by calculating Pearson correlation and linear regression, in which both analyses resulted in the assumption value, normality, linearity, and homoscedasticity. The assumption of normality using the Kolmogorov-Smirnov test is presented in Table 1.

Table 1. Normality Test

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	**Df**	**Sig.**	**Statistic**	**Df**	**Sig.**
Creative Teaching	0.126	43	0.084	0.955	43	0.090
Teacher Efficacy	0.158	43	0.008	0.876	43	0.000
Teacher's Perception	0.105	43	0.200	0.970	43	0.310

Based on Table 1, Kolmogorov-Smirnov shows that creative teaching and teacher perception are significant (p > 0.05), so it can be said that the two variables are normally distributed. After going through the normality test, as shown in Table 1, the next step is to analyze the correlation between the teacher efficacy variable on creative teaching and the correlation of the teacher's perception variable on creative teaching. After going through the normality test, as shown in Table 1, the next step is to analyze the correlation between the teacher efficacy variable on creative teaching and the correlation of the teacher's perception variable on creative teaching. A linearity test was conducted to see the relationship between creative teaching and teacher efficacy. The Pearson Correlation results show a significant relationship between creative teaching and teachers' perceptions of creativity (r (43) = 0.512, p < 0.05, representing a large effect size, Table 2. It was carried out linearity test regarding the relationship between creative teaching and teacher perceptions. The Pearson Correlation results show a significant relationship between creative teaching and teachers' perceptions of creativity (r (43) = 0.773, p < 0.05, representing a large effect size as presented in Table 2. Regarding the relationship between creative teaching and teacher perceptions, a linearity test was conducted. The results of the Pearson Correlation show that there is a significant relationship between creative teaching and teachers' perceptions of creativity (r (43) = 0.773, p < 0.05, representing a large effect size, which is presented in Table 2.

Table 2. Measures of Association

Variable	R	R Squared	Eta	Eta Squared
Total Score CFTI Teacher Efficacy	0.512	0.262	0.796	0.634
CFTI Societal Value	0.773	0.597	0.904	0.817

Hypothesis testing in this study used regression and correlation formulas. The hypothesis was tested using the linear regression analysis technique and simple correlation. Based on the results of hypothesis testing, it can be concluded that creative teaching can predict 65.9% of teacher efficacy and teacher's perception of creativity (R=0.812, R2=0.659). The adjusted R Square value is 0.642. Table 5 analyzes the statistical significance of the regression model. The result is F (2, 40) = 38,686, P<0.05. These results indicate that teacher efficacy and perceptions of creativity influence creative teaching.

Discussion

These results indicate that teacher efficacy and perceptions of creativity influence creative teaching. Creativity is a part of education in Indonesia. It is stated in Undang-Undang nomor 20 Tahun 2003 pasal 4 ayat (4) concerning the National Education System that education is held to develop creativity in students during the learning process. Creativity was part of education in the 20th century (Roustae et al., 2015). Most schools worldwide have made the aspect creating the goal of implementing education (Rezieka et al., 2021). Creative individuals can also find creative solutions (Basadur et al., 1982; Dow & Mayer, 2004; Esquivel, 1995). To support the development of creativity in students, teachers need to develop self-efficacy (Grainger et al., 2004). Elementary school teachers need high self-confidence to integrate creativity into the curriculum and activities during teaching and learning (X. Huang, 2022; Roebianto, 2020). The self-confidence that creativity is an important aspect that needs to be developed will lead teachers to form creative students. The values held by teachers for creativity will indirectly be embedded in students, so it is hoped that students will also be more creative than their teachers (Hartley et al., 2016; Rubenstein et al., 2013).

A social perception must accompany teacher efficacy that creativity is important to encourage a creative teaching process (Kim, 2011; Rubenstein et al., 2013). This social perception or societal value positively correlates with creative teaching (Putri & Widyana, 2021; Satria & Kristiono, 2018). This research was conducted using linear regression analysis to test the hypothesis of this study. There is a relationship between creative teaching, measured using the Creativity Fostering Teacher Index (CFTI) instrument, on teacher efficacy and teachers' social perception of creativity (Societal Value), which is taken from the Teaching for Creativity Scales. The analysis results show a positive relationship between creative teaching and teacher efficacy and teachers' social perception of creativity. This positive relationship means an increase in the creative learning process followed by an increase in teacher efficacy and teacher perception of creativity. Teachers tend to be able to create creative teaching if they have efficacy and a positive perception of creativity. For more details, the following will describe the interpretation and discussion of the research results. Based on the findings above, it turns out that there is a fairly strong relationship between teacher efficacy, teacher social perceptions, and creative teaching.

This research can be a sign for schools and policymakers to always pay attention to the development of teacher creativity by giving teachers the freedom to give opinions or express creative ideas in teaching. Creativity will bring teachers to be open to new things and have a desire to continue learning and build abilities in developing problem-solving abilities. This finding is reinforced by research stating that creativity will make individuals have good cognitive abilities and can understand and adapt to any conditions (Sharma & Sharma, 2018). Teachers who have confidence and want to think divergently will help build creative teaching performance and can invite students to be creative (Rubenstein et al., 2013). Teachers with a high level of self-efficacy will affect increasing teacher creativity so that it impacts optimal learning for students (Budi, 2000). Thus, if a teacher has efficacy and positive perceptions of creativity, he will achieve creative teaching and invite students to have a divergent mindset. Therefore, teachers' efficacy and perceptions of creativity need to be developed to create a learning atmosphere that is eagerly awaited by students and build a learning atmosphere that motivates students always to be open and have a good perspective on creativity. It is because creativity is a dimension of human ability in developing science and technology and a dimension that can provide advantages in growing healthy, productive, and innovative individuals. Thus, these findings provide empirical evidence that the higher the teacher's efficacy and perspective on creativity, the higher the creative teaching will be. In further research, it is hoped that participant sampling can be carried out on regional representatives in Indonesia so that the results produced are more varied and more representative of the conditions of each region. On the other hand, research can also be carried out by taking participants who teach at a higher level so that perspectives on creative teaching behavior can be seen and analyzed to look for diverse data. The role of demographic data, such as education level, duration of teaching, and age of participants, can also be explored further.

4. CONCLUSION

There is a significant effect between teacher efficacy and perceptions of creative teaching. In achieving creative teaching, efforts need to be made to improve the creative atmosphere in the classroom. Increased teacher efficacy has been proven to help teachers to form self-confidence in creative teaching. On the other hand, the teacher's perception of creativity will also affect teacher efficacy in applying creativity to the teaching and learning process. Creative teachers will certainly produce creative students as well.

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