TEACHERS' PERCEIVED AND ENACTED TEACHING CREATIVITY

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Abstract

This study was carried out to explore the teachers' perception toward their creativity in teaching, to observe their creativity in teaching, and to describe the discrepancy between the teachers' perception and the observed implementation. The study used embedded mixed method as the research design where the qualitative data were dominant and used as the primary data, while the quantitative data were used as the supportive data. SMK Negeri 1 Bangli was chosen as the research setting. Two English teachers were selected as the research subjects. There were two questionnaires which were used to collect the data: the self-rated questionnaire and classroom observation sheet. Then, the data were respectively analyzed, quantitatively and qualitatively. The interview was conducted to elaborate the result of the analyzed data. The results reveal that 1) teachers perceive themselves as creative in implementing their creativity in teaching; 2) teachers are observed as slightly creative in implementing the creativity in the actual teaching process 3) there is a discrepancy between the teachers' perception and the implementation toward their creativity in teaching.

Keywords : Observed Creativity, Perceived Creativity, 21st Century Learning

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INTRODUCTION

At present time, the education trend is driven by the 21st century learning. Teachers are required to be creative in applying the learning process which consisted of high order thinking skills (HOTS). The creativity is needed since teachers commonly use monotonous techniques which make the students bored and less motivated (Susanti, Sudirman, & Kusuma, 2018). Additionally, skills must be developed are critical thinking, collaboration, communication, and creative thinking (Amran, Perkasa, Satriawan, Jasin, & Irwansyah, 2019). Those skills will be convenient with the characteristics of 21st century learning which entailed of integration, holistic, scientific, contextual, thematic, effective, collaboration, and students-centred approach. In order to reach those demands, teachers should take an essential role to form the personality, the morals, and the vision of their students (Mantra, Astawa, & Rustini, 2019). Further, various efforts must be carried out to implement those characteristics. In addition, the 21st century learning requires the students to integrate the technology towards the learning process. In line with Shidiq and Yamtimah (2019), technology becomes one of the 21st century learning framework. It is because the technology accommodates the students to become more easily in accessing supplementary materials to clarify ideas introduced by a teacher (Howlett & Waemusa, 2019)

In relation to the intention of the technology development, the learning materials are easy to obtain in numerous online sources. And teachers must be creative to insert the characters education into the learning process to prepare the students in facing the complex

environment and living in (Ball, Joyce, & Anderson-Butcher, 2016). In addition, teachers must also keep update with the technology development. There are several things which are important for teachers to integrate with using technology, namely: the lesson plan, the learning process, and the evaluation. Laar, Deursen, Dijk, and Haan (2017) claim that the 21st century skills have a really close relation with the digital skills that can support teachers to be creative. Furthermore, in implementing the plan teachers are required to integrate technology such as LCD, computers, or speakers in classroom as the medium to deliver or facilitate the materials. According to Prasetya, Putra, and Budasi (2019), technology is considered useful in helping the people, especially teachers. However, there are probably numerous teachers who feel difficult to integrate the technology for several reasons such as the older age, the lack of facilitations, the remote schools, the lack of knowledge towards the technology developments, etc. Related to Wicaksana and Dewi (2019), the human resources and the infrastructures are the key of the technological learning process to succeed. On the one hand, those teachers cannot be demanded to acquire the technology in short of times. On the other hand, it will be worse if teachers hold on themselves in the situation which will leave them along with the technology development.

The new paradigm of the education leads the learning process into inductive learning approach which means that the learning process must be mostly conducted in students-centered learning process. It decreases the interaction between students and teachers because the group discussion is less conducted (Suryati, Susandi, & Susanta, 2019). This perspective of learning offers the students more control of their own learning with hope that greater agency will increase the students' engagement (Jacobs & Renandya, 2015). The teachers' roles also shift into facilitator (Faridi & Nurmasitah, 2016). It requires teachers to charge in controlling the learning process instead of lecturing materials. Moreover, teachers take a role as collaborator which enables the students to discover various new sources to learn. Essentially, teachers also need to provide the students with authentic materials that can increase the students' motivation, fill the students' needs, and integrate English in learning (Adijaya, 2017). Further, the students are given bigger chances to share and discuss the ideas among the students which showed that the learning interaction changed into multiple-ways communication. This approach is truly giving wider insight and knowledge to the students through numerous opinions revealed in the discussion. In line with Emaliana (2017), the students-centred approach gives the students opportunities to improve their analytical skills, problem solving skills, as well as skills in deep learning, lifelong learning, self-directed learning, reflective learning, and motivation. Thus, the teachers' creativity is needed to accommodate those innumerable ideas and give the students guidance to accept or disprove others' ideas. Furthermore, in supporting the teaching and learning process, teachers should possess and apply a particular strategy so that students can learn effectively (Parsa, 2017). The change also happened in Indonesia which bring the change as well as the curriculum that well-known as K13. The curriculum requires teachers to integrate the characters education during the learning process which cover 18 characters' values (Fahik, 2020; Hutapea & Suwastini, 2019). As the result, the scoring is also specified into three aspects, namely affective aspect, cognitive aspect, and psychomotor aspect.

Since the paradigm in education always changed, there is a strong requirement for teachers to be more creative. The teaching creativity is an innovative approach which is used by teachers to create an effective teaching (Arifani & Suryanti, 2019). Added by Khodabakhshzadeh, Hosseinnia, Moghadam, and Ahmadi (2019), the effective teachers are best described as sociable, spirited leader, unanxious, objective, motivational, non-authoritarian, intelligent, and sensitive. As aforementioned above, those characteristics of teachers can lead them to implement particular strategies to conduct effective learning (Parsa, 2017). This could be done in a variety of forms, such things as preparing the materials, managing the class, etc. The teachers' creativity

is really important thing in determining the students' outcome. In addition, teachers need to modify their teaching strategies adjusting into the students' characteristics and the topic given (Dewi, Surya, & Susanta, 2019). The teachers' strategy affects the students' receptions on the materials given. Thus, the outcomes will be less-optimal as well. It is why important for teachers to be creative in optimizing the learning activities (Murni, 2019). It also requires teachers to enhance their creativity as a part of the critical thinking process as one of the main purposes of the education. Additionally, the creativitiy will be an essential tool for problem solving and overcoming future challenges (Al-Qahtani, 2016).

In relation to creative teaching, various related studies were conducted. One of those studies was conducted by Arifani and Suryanti (2019). This research aimed to investigate the influence of teachers' creativity on learners' learning involvement between English for specific purposes, teachers' creativity toward ESP learners' learning involvement, and to analyse whether there was any significant difference between male and female ESP teachers' creativity to enhance ESP learners' learning involvement. The sample used was 435 ESP learners who was randomly assigned. In measuring the teachers' creativity, the researchers used two different instruments, namely involvement survey checklist and teaching creativity scale. The results showed that all five parameters of creativity had a significant correlation with learners' involvement. The findings also emphasized that female ESP teachers performed higher involvement scale than those males.

Based on the result of the previous research which was conducted on teachers' creativity, it was found that the research only focused in examining the influence of the creativity toward the learners' learning involvement. It is hard to decide which kind of creativity and learning involvement are purposed without using any criteria. Furthermore, teachers must have their own opinion about their own creativity. As added Utami, Prestridge, Saukah, and Hamied (2019), teachers' perception and implementation are not always proportional. Thus, it was strongly needed to do research related with the teachers' perception and implementation toward the teaching creativity.

As far as teaching creativity is concerned, research on this particular focus is hardly found, especially in the context of EFL teaching and learning in Bali. Thus, this research aims to observe the teachers' creativity in two sides, specifically the teachers' perception and the implementation. In addition, the study will observe whether there is a discrepancy between the perception and the observed implementation of the teaching creativity

METHOD

This study is mix method research which used embedded design. By using this research design, data will be more dominant than another. Specifically, the qualitative data are more dominant as the primary data than the quantitative data which used as the supportive data (Creswell, 2012; Indrawan & Yaniawati, 2016). This study is carried out in one of vocational schools in Bangli. The setting is selected because the facility is considered as sufficient which support the creativity of teacher. However, the fact that teachers are creative in making use of the facility in teaching must be observed in actual teaching. Furthermore, the setting is selected due the curriculum which already developed into K13 as the newest curriculum in Indonesia. The creativity which observed in the research is fit with the curriculum requirements which means that the school is the right venue to be used as the research setting. Two English teachers are participated as the subjects of the study. Purposive sampling was used to select the subjects of the research. As affirmed in Etikan, Musa, and Alkassim (2016), purposive sampling is one of the techniques that can be used to choose the sample by discovering the subjects who are capable and willing to provide the information that are required in the study. Thus, the subjects (T1, T2) will be observed toward their perception and implementation of their teaching creativity

There were two questionnaires used to observe the perception and the implementation

of the teachers' creativity namely self-rated questionnaire and observation sheet. In both questionnaires, there are 24 statements that are developed from three types of creativity by Boden (1998). Those creativity are exploratory, transformational and combinational creativity. The self-rated questionnaire is used by T1 and T2 to perceive their own creativity. Meanwhile, the implementation is observed by the researcher using the observation sheet. Thus, both the subjects and the researcher need to give checkmark in three parts of the teaching process according to their level of creativity, namely in pre-activity, whilst-activity, and post-activity. The rating was in scale of 1-5. Score 1 is indicated as unlikely creative which means that teachers never use new idea in the class and technology, score 2 is considered as slightly creative means that teachers rarely use new idea and technology, score 3 is reflected as moderately creative means that teachers sometimes use new idea and technology, score 4 is showed as creative means that teachers often use new idea and technology, and score 5 was reflected as very creative means that teachers always use new idea and technology in the class. In addition, in-depth interview is conducted to elaborate the discrepancy that occurred between the perception and fact as observed. The last is in-depth interview. The interview is conducted in semi-structured form since it is considered as an effective and efficient way to collect the information needed (O'Keeffe, Buytaert, Mijic, Brozovic, & Sinha, 2016). The questions used were open-ended questions that purposed to explore more specific data.

The results of two questionnaires were analyzed and compared with 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.

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

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.

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

The way to calculate the observation results is the same with the way used in calculating the self-rated questionnaire. Hence, in the observation, there were some pictures that used to strengthen the data. The interview is conducted when there is the discrepancy between the self-rated and observation sheet data. The creativity score is interpreted into several criteria as the following Table 1.

The interview is carried out in semi-structured form by interviewing English teachers in SMK Negeri 1 Bangli which participated as the research subjects. Teachers were interviewed in opened questions in order to obtain more specific data. The transcription of the interview was reduced by using data reduction technique by Miles (1994) & Faisal (2003) in Sujarweni (2018).

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	$4.50 < x \leq 5.00$

Adapted from Sugiyono (2015)

FINDINGS AND DISCUSSION

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	3.36	Moderately Creative
2	Transformational	3.54	Creative
3	Combinational	3.81	Creative
Average		3.57	Creative

As presented in Table 2, teachers rated themselves as moderately creative in exploratory creativity and as creative in both transformational and combinational creativity. The mean score of those three activities categorized teachers as creative. Thus, it could be concluded that they perceived themselves in the creative criteria in creating various activity in the class, learning based on lesson plan, dividing the class as a group, using inductive learning, integrating technology in delivering the material, using contextual problem, creating the students to solve their problem using their own prior knowledge, creating different media in every meeting, using conventional media when it is needed, utilising existed media in the class, designing old media to be unique, creating attractive activity and combining online and offline platform in conveying the material. As comparation, the results of the observation are demonstrated as the following Table 3.

Table 3. Overall Findings on Observed Creativity

Number	Types of Creativity	Score on Observation on Teachers' Creativity	Criteria
1	Exploratory	2.36	Slightly Creative
2	Transformational	2.20	Slightly Creative
3	Combinational	2.08	Slighly Creative
Average		2.21	Slightly Creative

As presented in Table 3, teachers were observed in slightly creative in exploratory, transformational, and combinational creativity. The mean score of those three activities categorized teachers in slightly creative level. Thus, it could be concluded that they rarely in creating various activity in the class, learning based on lesson plan, dividing the class as a group, using inductive learning, integrating technology in delivering the material, using contextual problem, creating the students to solve their problem using their own prior knowledge, creating different media in every meeting, using conventional media when it is needed, utilising existed media in the class, designing old media to be unique, creating attractive activity and combining online and offline platform in conveying the material. Thus, the discrepancy between the perception and the implementation can be demonstrated as the following Table 4.

Table 4. Teachers' Perception and Observed Creativity Result

Number	Types of Creativity	Teachers' Perception		Facts as Observed	
		Average Score	Criteria	Average Score	Criteria
1	Exploratory	3.36	Moderately Creative	2.36	Slightly Creative
2	Transformational	3.54	Creative	2.20	Slightly Creative
3	Combinational	3.81	Creative	2.08	Slightly Creative
Average		3.57	Creative	2.21	Slightly Creative

Table 4 concludes that the discrepancy occurred between how they perceived their creativity in teaching in the class and facts as observed in the observed teaching in the classroom. On one side, teachers perceived that they were creative, while in another side, they were placed in slightly creative. In more specifically, they were focused on using conventional media, deductive learning, teacher-centred technique, monotonous teaching activity, using same media in every meeting, rarely conducting innovative activity and integrating the contextual problem as learning material in the class. Their teaching also mostly focused on offline learning and printed media. In addition, they also rarely in designing old media to be unique and creating attractive activity in the class.

The discrepancy occurred between the teachers' perception and the fact as observed revealed that the creativity of people was probably different. As compared with the previous research findings, there were also discrepancy between the male creativity and the female creativity. In one side, the previous research finding revealed that the creativity of male and female teachers had a significant relationship with the learning involvement. In another side, the current research finding showed that there was a big discrepancy between the perception and the implementation of the creativity. Those two researches findings conclude that the teachers' creativity could be changed based on the subject (teachers) and the object (topic, facility, and teachers' skill).

In addition, as revealed in the interview, teachers responded to the discrepancy in various arguments. The implementation probably different with the perception because sometimes what they planned could not be afford by the fact in class. It could be started by the lack of facilities. Teachers claimed that the facilities especially technology-based facilities were insufficient. For instance, teachers have ever used the online software in the learning process but the wireless connection could not facilitate it. It could be proven the in following data.

> [Kalau media sih biasanya pakai LCD ya. Misalnya kalau mau nampilin video kayak gitu. Kalau di kelas sih cuma disediain LCD aja, kalau misalnya Wi-Fi yang kayak gitu gak nyampek ke kelas, cuma di ruang guru saja.]
>
> [For the media, I commonly used LCD. For instance, when we want to display a video, we use it. Every class was only provided with LCD. The Wi-Fi was not reached the class. It only existed in the teacher's office.]

Furthermore, the heterogeneity of the students was a vital factor in the discrepancy. Since the students have different ability, attitude, and responsibility, teachers claimed that the activities could not be implemented as planned. Teachers argued that they could not totally executed the lesson plan when the fact demanded them to change the plan. For instance, the use of handphone in the learning

process was minimized due an inappropriate attitude of the students. Even though the latest curriculum required teachers to use technology, it would not be effective since teachers knew more about the class condition. This situation could be elaborated in the following data.

> [Kalau untuk HP di sini sah-sah saja. Kadang ada guru yang memakainya untuk memberikan tes, namun ada kelemahannya. Mungkin saja nanti siswanya ng-*screenshot* dan dikirimkan ke temannya. Jika dipakai di Bahasa Inggris saya kira belum pas. Saya lebih suka menggunakan LCD seperti itu. Siswanya lebih fokus dia. Kalau lewat HP kan bisa saja yang lain dilihat.]
>
> [The handphone was allowed in here. Sometimes, there were teachers who used the handphone as a media especially in giving a test, but I think there was the weakness. Maybe the students will screenshot the test and share it to their friends. I preferred used LCD. The students will be more focused than using the handphone. There was an opportunity for them to see something different.]

Moreover, based on the teachers' response which gained through interview, it was found that teachers were rarely used media due several factors. Teachers did not use media in every meeting because they always take a look into the topic that would be taught. Besides that, the technological media could be used as required in the creativity since the lack of facilities in class.

In brief, the teachers' perception was observed different with their implementation in class. In one side, the interview showed that the teachers' perception was basically depended on the teachers' expectation that poured in their lesson plan. Meanwhile, another side showed that their implementation was still lower than the creativity expectation. Thus, it could be affirmed there was a discrepancy between the teachers' perception and fact as observed, in where teachers perceived their creativity in creative level and observed in slightly creative level.

CONCLUSION

Based on the self-rated questionnaire result, it was revealed that the English teachers in SMK Negeri 1 Bangli perceived themselves as creative in teaching. They rated themselves consistently as creative in all learning steps, specifically the pre-activity, the whilst-activity, and the post-activity. Meanwhile, the observation results showed that the English teachers in SMK Negeri 1 Bangli were properly placed in slightly creative level in implementing their creativity. Teachers were consistently categorised in slightly level in three learning steps. The results of self-rated questionnaire and the observation sheet showed that there is a discrepancy between how teachers perceived their own creativity and how they executed the creativity in the actual teaching. This result revealed that the teachers' perception was not always as proportional as the fact (Utami, Prestridge, Saukah, & Hamied, 2019). By taking a look at the results, teachers could realize that there was other teaching creativity that must be acquired to be able to promote 21st century learning. The result also showed that the perception must be adjusted with the implementation. It was needed by teachers to create an effective teaching process. In addition, the change in education must be rapidly adapted by teachers to be able to adjust the new creativity that could be implement in class.

The result from those the perception and the fact as observed could be elaborated by the interview result which affirmed that teachers perceived themselves as creative, meanwhile in fact, their teaching creativity was mostly on implementing deductive learning technique, focusing the teacher-centred technique, making use any conventional media, using a media in many meetings, conducting repetitive teaching activity, and inserting any contextual problems to support the learning material. In integrating technology, teachers mostly used printed media and limited on offline learning process.

As reflected on the study, the study results are useful for teachers since there were creativity which must be acquired by teachers to

face the 21st century learning. In general, all teachers have their own creativity that they already known or not. Thus, through this study teachers could learn deeper about the creativity and how it must be implemented in the classroom. For the school, the creativity becomes an important thing to be acquired by teachers, the schools could give any trainings to teachers especially in using technology. Furthermore, the facilities of the school are required to be developed in order to cope with the complexity of the present education requirements. For the researcher, the study in the field of teaching creativity can be investigated deeper. The present study was limited in scope of the teachers' perception and the implementation; thus, future research may develop study on the topic with different setting, subjects, and designs,

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