

THE DISCREPANCY BETWEEN PERCEIVED AND OBSERVED TEACHING CREATIVITY OF ENGLISH TEACHERS IN SMA N 2 BANGLI

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi ketidaksesuaian antara persepsi guru dan pengimplementasian dari guru Bahasa Inggris terhadap kreativitas dalam mengajar. Penelitian ini menggunakan *mixed method* dengan *embedded design* yang mana kualitatif data lebih dominan dari kuantitatif data. Penelitian ini dilakukan di SMAN 2 Bangli. Dua guru Bahasa Inggris dipilih sebagai *research subject*. Instrumen penelitian yang digunakan untuk mengumpulkan data adalah *self-rated questionnaire*, *classroom observation sheet* and *in-depth interview*. Hasil dari penelitian ini menunjukkan terdapat ketidaksesuaian antara persepsi dari guru dan implementasi dari guru terhadap kreativitas dalam mengajar didalam proses pembelajaran. Ketidaksesuaian muncul karena tingkat dari motivasi, keterbatasan fasilitas, subjektivitas penilaian, dan pengimplementasian mereka dalam kreativitas dalam mengajar belum optimal. Lebih lagi, guru juga lebih memilih mengajar murid-murid secara langsung, deduktif dan konvensional dan jarang untuk membuat beragam aktivitas kreatif di dalam proses pembelajaran

Kata kunci: kreativitas yang dirasakan, kreativitas yang diamati, pembelajaran abad ke-21

Abstract

This study aimed to identify the discrepancy between the perception and the implementation of the English teachers' creativity in teaching. This study used mixed method with embedded design in which the qualitative data were more dominant than the quantitative data. This study was conducted in SMA N 2 Bangli. Two English teachers of SMA N Bangli were selected as research subjects. The research instruments used to collect the data namely self-rated questionnaire, classroom observation sheet and in-depth interview. The result of this research shows that there is a discrepancy between the teachers' perception and their implementation towards creativity in teaching in the learning process. The discrepancy occurred because the degree of motivation, limitation facility, subjective judgement and their creativity in teaching was not optimal yet. Moreover, the teachers also preferred to teach the students directly, deductively and conventionally and rarely to create various creative activities in the learning process.

Keywords: *perceived creativity, observed creativity, 21st century learning*

1. INTRODUCTION

Considering the reformation of educational system due to 21st century learning the 4C skills must be emphasized. The reformation of the educational system regarding the 21st century learning affected the national education in Indonesia for past seven years (Saputro, 2018). According to Ministerial of Education Regulation No 21 in 2016 suggested the teachers needed to use 4C skill in teaching for the future and the golden generation in 2045. Many things become different such as the role of teachers, curricula, and the skills that is emphasized from the teachers in the learning process for the students. It happened because of the globalization in which changing the educational system that the teachers have to be able to promote the skills of 21st century learning.

The 21st century learning is the era of the development of technology in which the skills that is needed by the educators is different than previous skills (Roy, 2013). Keller-Mathers (2011) mentioned that the 4C skill must be emphasized in 21st century learning those skills namely critical thinking, collaboration, communication and creativity. The teachers must be

able to design the learning activities that is used high order thinking skills or known as HOTS to make the students used their critical thinking. It aimed to make the students capable to have problem solving skills by using their critical thinking. Through communication the students are supposed to implement the knowledge that what they have learned. Nauman, Stirling & Borthwick (2011) stated that critical thinking skills is crucial skill that must be possessed by the students in which the students could have HOTS in order to solve the problem. It means that HOTS could direct the students to deepen the analysis of the problem deeply to find problem solution.

Eloia and Ozkoz (2010) noted that collaboration skills is the skills that the students could work cooperatively whereas the students would be able to develop their idea compared with when the students work alone. It showed that the students are expected to have abilities to work with whoever and get the better result. Yu & Mohammad (2019) mentioned that communication skills is also important because through communicating the students could express what their thoughts about what they had learnt. Lin (2011) that stated creativity skills is skills that is strongly needed for the students in the classroom in which to direct the students to think creatively.

Moreover, Wrahatnolo and Munoto (2018) also stated that in 21st century learning the skills that is needed called 4C skills in which those skills are also combined with the digital literacy means the skills that find and utilize the information using the technology. Keller-Mathers (2011) mentioned that the 4C skill must be emphasized in 21st century learning those skills namely critical thinking, collaboration, communication and creativity. The advance of the technology is developed nowadays in which the teacher needed to promote the 21st century learning skills by relating it with the technology (Fitriah, 2018). Fatimah and Santiana (2017) also mentioned that the development of technology could help the teacher to promote the 21st century learning skills. Rusdin (2018) also stated that through integrating the technology with the 4C skills is one of example to promote the 21st century learning in the learning process. It also has correlation with Collins (2014) who stated that those 4C skills are important in order to prepare the generation to live and adapt in 21st century. It shows that those skills are helpful to face the challenges the 21st century learning in which are expected to make educators to compete globally in the future.

One of the skills in 21st century that is important is creativity, in the learning process the teachers needed to be creative to teach the students which can make the creativity skills of students is increased (Henriksen & Mishra, 2013). It means that the teachers are expected to have ability to design the right strategy in teaching creativity in the learning process. As one of the leaning and innovation skills of 21st century education, creativity is frequently challenging for some people to be implemented in classroom practices. Creativity means the perceptive that used as the solution to solve the problem by using the imagination (Zai-toon, 1987 in Al-Qahtani, 2016). This is also supported by Ferrari, Cachia and Punie (2009) who stated that creativity in the learning process is the way of the students think creatively in order to make their knowledge goes beyond their current knowledge by using something unusual or known as out of the box. In relation to this, the students must be prepared to deal with the new challenges in which they are expected to be creative by analyzing and finding the creative solution (Ormanova, et al, 2013 in Ramankulov, et al, 2016). In this situation, the teacher must be able to think creatively to design the teaching and learning process which can make the creativity of students are increased. Moreover, the creativity could come from four aspects namely skills, knowledge, motivation and environment (Stenberg, 2006). It showed that besides understanding and motivation, environment is also important to support the creativity of someone. Nowadays due to the advance of technology the teacher are expected to deal with the technologies to support the learning process creatively by using the technological media that such as LCD, speaker, digital projector and etc to support the creative activities.

Prasetyawati (2016) stated creativity is needed for the teacher in this era because the students are expected to be creative as well as the teacher in implementing creativity in teaching. It means the teachers need to be creative in order to make the students creative. It is supported by Jourbert (2001) in Cremin (2015) who stated that the teachers need to teach

creatively to create the creative students. In relation this, Henriksen, et al. (2018) stated that the teachers should have the same understanding of creativity if they want to implement the creativity. Cremin (2015) also stated that the teachers must have mindset about creativity and it will reflect on the learning process. It means the perspective of creativity in teaching of the teachers and their application must be related each other. However, Rusdin (2018) stated that many teachers have to have high understanding about the creativity skills of 21st learning in order to influence their teaching in the learning process. Rusdin also added that the teacher is the one who take the responsibility for making the implementation of 21st century learning a success. It means that besides the teachers perceived about creativity in teaching, the teachers must to implement it in the learning process.

Morris (2012) stated that the teachers needed in order to teach the creativity skill by considering the time for the preparation such as the plans, application, conclusion and evaluation. It showed that the creativity in teaching needed time for the implementation. Moreover, Henriksen and Mishra (2013) explained that there were 5 keys to teach the creativity namely, relating the teaching with your passion, connecting the real problem with material in teaching, trying to process the creative thoughts, taking the risk and learning from the mistakes. Moreover, Asoodeh, Asoodeh and Zarepour, (2012) stated that the teachers should be creative in teaching the students to develop their own life-long learning motivation, their self-evaluation and their skills in seeking the information. It means that the teachers need to consider everything in designing the learning activities in the learning process to make the students learning for their own life-long learning.

Parsa (2017) claimed there are two types of creativity. They are intrinsic and extrinsic creativity, intrinsic creativity is the creativity that is appeared based on own desire that made the people responsible and willingly to do because it came from inside themselves. While, extrinsic creativity is the opposite of intrinsic. Relating to this study, the creativity in teaching must be conducted in intrinsic creativity in which making the learning process fun because the creative learning activities are designed effectively. This shows that through the creativity skills the teachers supposed to implement the creativity in teaching willingly and responsibly in which it will influence the students' skills. Parsa also added that through creativity everybody will achieved the result optimally because they use new ideas and implement it in different point of view then they take the responsibility. It shows that creativity is important to be implemented in the learning process related to this study because if the teachers teach the students creatively then the students will get the optimal result.

Not only that, there is also other theory of creativity, according to Boden (1998) mentioned there are types of creativity namely exploratory, transformational and combinational creativity. This theory is used in this research in order to identify the creativity of the teachers. Boden (2007) also stated that exploratory is establishing the conceptual space of the material for the learning in which should be possessed by the teachers. Boden also added that conceptual space itself means the structured ways that is existed of thinking that is accepted. It can be concluded that creating the new ideas of the existed ideas that included the cognitive of the students through inductively, creating the various learning activities by using various teaching technique based with the steps and rules order. Based on the explanation, exploratory creativity means the creativity of teaching that create and explore the new ideas of the existed ideas. Hong, Hou, Zhu, Marinova (2018) stated that in the exploratory creativity, the teachers must possess the ability in pursuing the students to organize the current technologies to become innovative activities for the learning process. They also added that the creative teachers are the teachers who are applying the new ideas and technology in the learning process. The transformational creativity according to Boden (1998) stated that transforming the dimension of the structure into new structure. Boden also added that developing the old structure into new structure of learning. It can be concluded that transformational creativity is the creativity of the teaching that developing the ideas. While, the combinational creativity means the ability of combining the various ideas (Boden, 2007). Based on those theories the teachers are expected to design the learning process that is creative through exploring the ideas, developing the ideas and combining the ideas.

Furthermore, the study of creativity in teaching also conducted by Henriksen, et al. (2018) with the objective to find out the implementation of creativity of the teachers in 21st century the result of this study demonstrated that teacher are suggested to consider the systematic manner in implementing the creativity namely teachers' education level, assessment and regulation of the education in implementing the creativity. Rusdin (2018) also conducted study about the teachers' perspective and perception about their readiness to teach the students in the 21st century learning. The result demonstrated that was significant correlation among the level of education academic of the teachers who hold the certificate and hold master's degree in understanding and perceiving the skills of 21st century learning. Al-Qahtani (2016) conducted study about the creativity in the class of EFL in Saudi. The aim was to identify the creativity English teachers based on their perspective with the setting in Saudi Arabia. The result showed that most EFL teachers had low enthusiastic and effortless in showing the creativity in the classroom. Roy (2013) conducted study about the perspective of the teachers about teaching practice that foster creative thinking for the students. The aim of this research was to consider if there is any differences among the teachers' perspective about foster creativity and their practice. The result showed that they understood about the creativity but in the teaching practice there are some limitations.

Based on the theories and studies stated previously, creativity in teaching is strongly needed nowadays. The teachers have to promote the creativity as implemetation of 21st century learning through implementing the creativity activities in the learning process. However, basically all the teachers were creative but the level of creativity of each teachers in implementing the creativity in teaching is different. There are many aspects that influences that the teachers have perspective that they are creative. Moreover, in the implementation some teachers have limitation to implement the creativity as the creative criteria optimally. The teachers' creativity hardly becomes the focus of attentions in any supervision and also topics of professional development. For that reason, there is very limited documents available pertaining to teachers' creativity. This research is aimed to identify the discrepancy between the perception and the implementation of the English teachers about creativity in teaching. The theory of Boden (1998) was used as the main theory to identify the creativity of the teachers.

2. METHOD

This study uses embedded mix-method design as the research design. There is one type of data were dominant than the other (Creswell & Clark, 2010 in Yu and Khazanchi, 2017). The qualitative data were dominantly used than quantitative data in this study in which the quantitative data was used as the supporting data. The research was conducted at SMA N 2 Bangli in which it is located at Jalan Nusantara Kubu, Bangli Regency, and Bali Province, Indonesia. SMA N 2 Bangli was chosen as the setting in this study, it is because SMA N 2 Bangli is one of the favorite school in Bangli Regency. The research was conducted in 2nd semester of 2019/2020 education year. The subject of this research is two English teachers in SMA N 2 Bangli by using purposive sampling. Spradley (1997) in Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood (2016) stated that the purpose sampling is used in the research to seek the subject which were avaibale and willing to be observed and to give the information. Not only, that this school was implemented the new curriculm in which implementing 21st century learning skills. There were two teachers were requested as the subject in this research. The subjected were requested to fullfil the self-rated questionnaire and observed in implementing the creativity in teaching.

The instruments that is used in this research namely self-rated questionnaire, classroom observation sheet and in-depth interview. Basicaslly, self-rated questionnaire and classroom observation sheet had the same statement however self-rated questionnaire is full-filled by the subjects and classroom observation sheet is full-filled by the research. As stated previously, the items or the statements of the both of questionnaire were manifested from the theory creativity by Boden (1998). There are types of creativity namely exploratory, transformational and combinational (Boden, 1998). Each type of creativity was developed into eight statements with total there were 24 statements in the questionnaire. In the self-

rated questionnaire the subjects were asked to rated themselves based on their perception and judgement about conducting the creativity in teaching in the pre, whilst and post activity in the classroom. The score 1 indicated as unlikely creative which means the teachers never use new ideas and technology, 2 indicated as slightly creative which means the teachers seldom use new ideas and technology, 3 indicated as moderately creative which means the teachers sometimes use new ideas and technology, 4 indicated as creative which means the teachers often use new ideas and technology and 5 indicated as very creative which means the teachers always use new ideas and technology.

In order to analyze the data the result of self-rated questionnaire used to determine the criteria score of creativity of the teachers. In order to obtain the final score of the questionnaires 24 were divided into 3 types of creativity (exploratory, transformational and combinational creativity). The total mean of each learning steps are divided by 3 in order to get the score of types of creativity. In order to get the final result of the self-rated questionnaires the total of the score in every type of creativity is summed.

However, on the classroom observation the researcher is the one who rated the subject in implementing the creativity in the learning process three times. The data analysis was same as self-rated questionnaire. The pictures were used in order to support the data in the observation sheet. The criteria score of creativity was designed in order to assist the researcher to interpret the creativity score. This following table shows the criteria score of creativity

Table 1. Criteria Used to Interpret Creativity score

| NO | Criteria of Creativity | Score |
|----|------------------------|---------------------|
| 1 | Unlikely Creative | $1 \leq x \leq 1.5$ |
| 2 | Slightly Creative | $1.5 < x \leq 2.5$ |
| 3 | Moderately Creative | $2.5 < x \leq 3.5$ |
| 4 | Creative | $3.5 < x \leq 4.5$ |
| 5 | Very Creative | $4.5 < x \leq 5$ |

The table above shows that the criteria of creativity score was adapted from Likert scale by Sugiyono (2015). It used as the guideline in deciding the criteria of creativity. Moreover, the criteria was also adapted from Hong, Zhu and Marinova (2018) who stated that the creative teachers are the teachers who are able to apply the new ideas and technology in the learning process. It used as the guideline in deciding the criteria of creativity. It was same as stated previously lowest scale is unlikely creative reflects that the teachers never use new idea and technology, slightly creative reflects rarely the teachers rarely use new idea and technology, moderately reflects the teachers sometimes use new idea and technology, creative reflects the teachers often new idea and technology and highest score is very creative which reflects the teachers always use new idea and technology.

In depth interview was conducted through interviews the subjects and the form of the interview was semi-structured. The interview was conducted naturally which aimed to obtain accurate data. Data reduction by Miles (1994) & Faisal (2003) in Sujarwening (2018) was used to analyze the data. The audio that was data of the interview was transcribed in order to facilitate the researcher to conduct the data reduction.

3. FINDING AND DISCUSSION

The objectives of this study was identify the discrepancy between the perception and the implementation of the English teachers about creativity in teaching. The subjects were coded as T1 and T2. They were requested to fulfill the self-rated questionnaire. Then, the mean result was used to identify the teachers' perception about teaching creativity. On the classroom observation sheet, the researcher observed and rated the T1 and T2 in implementing the creativity in teaching in the learning process three times. The mean result

of classroom observation was used to identify the facts as observed the teacher in implementing the creativity in teaching.

The result data of teachers' perception from self-rated questionnaire and their implementation from classroom observation sheet were compared to find the discrepancy. This following table presents the discrepancy that appeared between the perception of the teacher and the facts as observed.

Table 2. The Teachers Perceived and Observed Creativity

| No | Types Of creativity | Teachers' Perception | Facts as Observed |
|----|-----------------------------|--------------------------|-----------------------------------|
| 1 | Exploratory Creativity | 3.63 (Creative Criteria) | 1.94 (Slightly Creative Criteria) |
| 2 | Transformational Creativity | 3.91 (Creative Criteria) | 1.69 (Slightly Creative Criteria) |
| 3 | Combinational Creativity | 3.63 (Creative Criteria) | 1.67(Slightly Creative Criteria) |
| | AVERAGE | 3.72 (Creative Criteria) | 1.76 (Slightly Creative Criteria) |

Table 2 shows that the discrepancy occurred between the teachers' perception and the facts as observed. The teachers consistently rated themselves in creative criteria in each types of creativity. Moreover, The column teachers' perception shows 3.72 which categorized as creative criteria that means they rated themselves as creative based on their own judgment on the self-rated questionnaire. This means the teachers rated themselves as creative in creating various activities in the class. They perceived that they taught based on lesson plan, designed the class as a group and used inductive learning. They also perceived that they were able to integrated technology in delivering the material, used problem and challenging as the material in the learning process and made the students to use their prior knowledge. They also rated themselves as creative in creating different media in every meeting, utilizing conventional teaching when it is necessary, using real problem, combining offline platform, online platform and printed media in delivering the material, creating attractive activity and combine various technology. They also consistently consistent judged themselves in executing creative activity in the learning process.

Meanwhile, based on the facts as observed the teachers consistently received slightly creativity in each types of creativity. The teachers received score 1.76 in classroom observation sheet which categorized as slightly creative criteria of creativity. It means that the teachers were slightly creative in implementing the creativity in the learning process. On the classroom observation the teachers only capable to execute some creative activities by Boden (1998). Not only that, Hong, Zhu and Marinova (2018) mentioned that the creative teachers are the teachers who are applying the new ideas and technology in the learning process. Related to that theory the teachers used technological media inconsistently, used almost same media in every meeting, and conducted inductive learning inconsistently and often used deductive learning. The teacher also seldom created various activities and created attractive activity in the class. Moreover, the teachers were also consistently inconsistent in implementing the creative activity in the learning process since they were only implementing the creative activity the most in whilst activity.

There was discrepancy between the teachers' perception and the teachers' implementation so that the interview was conducted in order to clarify the discrepancy that was appeared. The result of the interview showed that the teachers sometimes and inconsistently taught the students by using technological media due to limitation facility in the school and they were too old to utilize the technological media. They were not able to use online platform to deliver the material. They preferred to teach directly and conventionally. In delivering the material the teachers taught the students rarely inductively and they often taught deductively. It showed that the teacher used inductive teaching inconsistently. The

teacher also seldom created various activities. They did not follow the steps of the lesson plan but they only focused on how to deliver the material to the students and appropriate with the students. They made the lesson plan for administration only. They seldom used problem and challenging material in the learning process. The teachers also stated that they rarely designed the students to use their prior knowledge. They also rarely inserted real problem in delivering the material.

It can be concluded that the teachers were categorized in slightly creative criteria of creativity. The discrepancy appeared due to the subjects rated themselves subjectively based on their own perception, opinion and judgment without consideration of how they implemented the creativity in teaching in the learning process. The activity that was conducted in the learning process based on the facts as observed was inconsistently reflected as the creative activity. It indicated that the implementation of creativity in teaching of the teachers were not optimal yet as what they perceived. In addition, Torrance (1999) in Kasmaiezhadfar, Talebloo, Roustia & Pourrajab (2015) stated that are three aspects that could be used in observing the creativity of the teachers in teaching namely creative abilities, skills and motivation, in which motivation is the most important aspect. The teachers who had high degree of effort and motivation will have high creativity and likewise the opposite happened. Moreover, the teachers who had high degree of effort and motivation at least they try to plan and design the all the learning activities as creative as they can. Moreover, Morris (2012) stated that the teachers needed to teach the creativity to develop the ideas by considering the time for the preparation, plans, application, conclusion and evaluation. Related to the theory by Torrance (1999) in Kasmaiezhadfar, Talebloo, Roustia & Pourrajab (2015) about the motivation high degree of motivation of the teachers. It can be concluded that high degree of motivation was also the other reason of English teachers of SMA N 2 Bangli were categorized as slightly creative besides the limitation facility, subjective judgement and their creativity in teaching was not optimal yet.

4. CONCLUSION AND SUGGESTION

Based on revealed on finding and discussion It can be concluded that there was discrepancy between the teachers perceived and observed about creativity in teaching. The teachers perceived themselves as creative in teaching. However, the teachers were categorized as slightly creative. In learning process they used technological media inconsistently, used almost same media in every meeting, and conducted inductive learning inconsistently. The teacher also seldom created various activities and created attractive activity in the class. Moreover, the teachers were also consistently inconsistent in implementing the creative activity in the learning process. It indicated that the discrepancy occurred because of the degree of motivation, the limitation facility, subjective judgement and their creativity in teaching was not optimal yet.

There are several suggestions for the other researchers, this study could be developed into more complex through conducting the similar study but in elementary school or kindergarten. Besides that, there is also suggestion for the teachers, through this study the teachers are suggested to recognize themselves about their perception and the abilities in order to design the creative activities in the learning process.

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