Perceived and Observed Teaching Creativity in Distance Learning Activity in SMA Negeri 1 Bebandem

I Gede Mudita[1], Luh Putu Artini[2,] Luh Gede Eka Wahyuni[3]
[123] Jurusan Pendidikan Bahasa Inggris, Universitas Pendidikan Ganesha, Singaraja
e-mail: gede.mudita37@gmail.com, putu.artini@undiksha.ac.id, ekawahyuni@undiksha.ac.id

Abstrak

Penelitian ini bertujuan untuk mengamati bagaimana guru mempersepsikan kretivitas mereka dalam mengajar dan bagaimana mereka menerapkannya di dalam pembelajaran jarak jauh selama pandemi Covid-19. Metode campuran tertanam digunakan dalam proses pengumpulan data. Oleh karena itu, penelitian ini menggunakan dua tipe data yang berbeda yaitu, data Kuantitatif dan Kualitatif. Tetapi, penggunaan kedua jenis data tersebut tidak setara, hanya satu jenis data yang dominan, yang dalam penelitian ini data kualitatif lebih dominan daripada data kuantitatif. Penelitian ini dilaksanakan di SMA Negeri 1 Bebandem dan dua orang guru Bahasa Inggris dipilih sebakai subjek penelitian dalam penelitian ini. Hasil dari penelitian ini menunjukan bahwa 1) Para guru mempersepsikan bahwa mereka berada di kategori cukup kreatif dalam melaksanakan pembelajaran jarak jauh, 2) Para guru dikategorikan tidak kreatif dalam melaksanakan pembelajaran jarak jauh berdasarkan hasil observasi dan wawancara, 3) Ada perbedaan yang ditemukan antara bagaimana guru mempersepsikan kreativitas mereka dan hasil observasi guru dalam menerapkan kreatifitas mereka dalam pembelajaran jarak jauh yang mana para guru mempersepsikan bahwa mereka cukup kreatif, sedangkan hasil observasi dan wawancara menunjukan bahwa mereka berada di kategori tidak kreatif.

Kata kunci: *Pembelajaran Abad 21, Kreativitas, Kreativitas Guru, Pembelajaran Jarak Jauh*

Abstract

This research aimed to observe the teachers' perception on their creativity and the implementation in distance learning process during Covid-19 pandemic. In this research, embedded mixed method was utilized in the data collection process. Thus, two types of data were utilized, namely quantitative and qualitative data. However, the use of both of the data were not equal, in which only one type of the data was dominant and, in this research, the qualitative data were more dominant than quantitative data. The research was conducted in SMA Negeri 1 Bebandem and two English Teachers were selected as the research subject of this research. The result demonstrates that 1) teachers perceived themselves as moderately creative in conducting distance learning 2) teachers were categorized slightly creative in conducting distance learning based on observation and interview 3) the discrepancy occurred between teachers' perception and the observed implementation in distance learning since on one hand, teachers perceived that they were moderately creative, while on the other hand they were categorized as unlikely creative based on the observation and interview result.

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

1. Introduction

Indonesia has implemented the most recent education system in order to move on from the previous education system that mostly focus on teacher centred approach. The most recent education system which is implemented is adapting from 21st century learning model. It is known as Kurikulum 2013, and It has been applied to most school in Indonesia. Following the change of education system as it is in 21st century learning model, teachers nowadays have bigger demands. It happens because in the 21st century learning model, there are three things which are emphasized. The first is the teachers have to design and do a meaningful or authentic learning process. The second, in executing the lesson plan the teachers have to be able to involve the use of technology as media. The last, the goals of the learning process have to be emphasized more on the 4C skills. Those things are the new main focus in the learning process of 21st century learning model. Therefore, teachers have more things to focus on in designing and doing the learning process.

Before starting a session of learning, teachers have to make a plan on the first place. Teachers should think and design how the learning will be, what will the students do, and what the goals are. In addition, to achieve the goals of the learning the teachers should design a learning process which is able to make the students get involved in the learning process. The students should actively follow the learning process, because the teacher cannot serve the ready to read material. Instead, the teacher should design a learning process that can make the students actively gather, analyse and conclude the final information as a lead to understand the material which is being taught (Jaleel, & Anuroofa, 2017). In the past, teachers' dominant roles were as the expert and source of learning, however, at present the role shifts to more of the facilitator or mentor who are always there for their students when they need help. It is a must for the teacher to design a learning process which can make the students actively involved in the learning process, because as what it is required in 21st century learning. In the 21st century learning, the focus or the objectives is not only to the product or output of a learning process, but also the process on how the teacher design the activity to achieve the product, therefore the process is also important alongside the output (Faridi, Bahri & Nurmasitah, 2016). Therefore, to achieve a successful or a meaningful learning process, teachers have to be creative in designing and planning the learning scenario or the lesson plan. It is why the teachers have to be creative nowadays, it is very important aspect to make a successful teaching and learning.

As it is said, in teaching, teachers should be able to encourage the students to be actively involved in the learning process. It can be done by the use of technology by the teacher, as it is also related to the 21st century learning model. According to Boholano (2017) 21st century learning is learning that begins with the integration of technology in the learning process. Nowadays, whether teachers, students, or lecturers must be able to integrate technology in the learning process. Integrating technology could be in the form of using power points in the learning process, video, and audio. The usage of this technology aims to make the learning process more creative, innovative, fun and interesting. The integration of the technology could be conducted in order to support the student-centred learning process. By using technology in the learning process, students would tend to be more active in the classroom compared to their teacher. Beside focus on using technology in learning process, 21st century learning could be mentioned as the learning process that emphasizes the learner to major some skills in order to compete in this globalization world (Bedir 2019). Those skills are known as 4c skills, it is one important aspect of learning. The goals of teaching and learning process are emphasized more on 4c skills, because of its importance for the students after graduated from school.

4C skills are very important for the students, as it is become the basic requirement of the fresh graduated students to be able to compete in the competition nowadays. The relation of 21st century learning with the 4C skills is that the learning process of 21st century learning focus on the students to be active in the classroom in order to give them chance to practice with their 4C skills, so that the students will be able to develop their skills better within the learning process (Bedir, 2019). Those four skills must be taught by teachers to students so that they are able to compete in this globalization world. The mentioned skills are incorporated into 4c namely, creativity, critical thinking, communication, and collaboration. The four skills would enable them to be able to use their critical thinking or higher order thinking skills, to use their creativity to solve the problem raised, to communicate fluently, and to learn collaboratively with their friends. Those four skills must be taught by teachers to students so that they are able to compete in this globalization world. Therefore, that will explain how the 4c skills is very important aspect to be considered by the teacher in designing learning process.

Besides the teachers have to emphasize those three aspects of 21st century learning, teachers also have to consider how the learning will be done. Since the learning demands the students' activeness and contribution in the learning process, the teachers cannot teach the material traditionally or in teacher centered learning. Instead, the teachers have to do the teaching and learning process in a way that the students are the active sides and not the teachers. As it was said that students are demanded to major their 4c skills to be able to compete nowadays, it can be done by designing teaching and learning process which will make the students become actively involved in the process of learning (Buditama, 2017). Therefore, in this case teachers can design a learning process which focuses on students centered learning, that will enable the students to be actively involved in the process of learning. It is due to the characteristic of students-centered learning to make the students active in the learning process in order to master the material which is taught (Emaliana, 2017). Besides that, the teachers have to design the learning process creatively, so that students will feel in the way that they are encouraged to participate in the learning process.

Creativity is an ability of a person to use their imaginative ability to provide solution to a problem (Zai-toon, 1987 in Al-Qahtani, 2016). A person's creativity can be influenced by some aspects

namely; intellectual skills, knowledge, motivation, and environment (Stenberg, 2006). It is very important for the teachers to be creative, in order to make the students to be creative as well. According to Al-Dababneh and Al-Zboon (2017) said that in order to make a student to be creative, the teacher should be creative in the first place. Therefore, it is why teachers have to be creative in order to implement the 21st century learning.

The implementation of 21st century learning requires teachers to be creative, it is because, by being creative teachers will be able to plan and design an effective and meaningful teaching and learning process. This is in line with Boholano, (2017) who stated that, to make the teaching and learning process become a meaningful learning process, teachers need to think about what they will do in the learning process. It will include what activity will be conducted, what the media will be used and what the goals are. This is why the creativity will become very important, in this case if the teachers are creative, they will be able to develop a good teaching and learning plan. In addition, it will also attract the students' attention to make them get involved in the learning process.

In addition, this research was done during Covid-19 outbreak. It causes the teaching and learning process was done from home as the recommendation from the government of Indonesia. It makes the teaching and learning process cannot be done in the classroom. Teachers should hold an online class in order to teach the students and continue the materials of the learning course. Furthermore, teachers should use an online class teaching and learning platform or E-learning tools, which are basically applications for teaching and learning online. As the state of these days, it is a must for the teachers to be able to conduct online class for the students or also known as distance learning, due to impossibility of conducting offline class because of the corona virus pandemic.

Distance learning or online learning is an activity of teaching and learning which is done through E-learning platform. The interaction of the teacher and student is done through the assist of electronic media such as personal computer or a smartphone. This is in line with Indira & Sakshi (2019). In addition, according to Takhyneh (2018) Teaching and Learning process which is done by using computer, mobile phone and other appropriate electronic media is considered as E-learning. This is where teacher creativity will be very important, because to make sure the distance learning to be success, teachers have to use their creativity in order to create an interactive and encouraging distance learning class. This is due to distance learning disadvantage, where students will learn on their own without direct monitoring from their teacher (Sujab, & Subin, 2020). Teachers have to be able to be creative in order to implement all the important aspects of the 21st century learning, that is due to make the teaching and learning process to be success. Therefore, this is the reason why teachers' creativity is very important for learning process, especially for distance teaching and learning process.

There are several previous studies which related to the teaching creativity and how teachers viewed their creativity. The study that has been conducted in Jordanian by Al-Dababneh and Al-Zboon (2017) about teachers' creativity, their belief about creativity, and creativity practice shows that teachers who have taught for less than 10 years has a higher belief of creativity than teachers who have taught for more than 10 years and the teachers from private school have higher creativity that a teacher who have taught in government school. This study used quantitative method to collect the data. The sample of this study was 197 teachers from primary school in Jordanian. Questionnaire will be used as an instrument that consist of three parts: teachers' creativity, teachers' belief about creativity and teachers' creativity practice.

The previous study by Arifani and Suryanti (2019) in East Java shows that female teachers is more creative than male teachers and there is a significant relationship between students' involvement and teachers' creativity. This study was aimed to investigate the impact of teachers' creativity in teaching ESP students in ESP class and to observe the significant differences between male and female creativity. The study used 435 ESP learners that have been assigned by using learners' involvement survey (L-IS) from National Survey of Students Engagement (NSEE) checklist and teaching creativity scale (ELT-CS) of the teachers for teaching creativity. After all the data was collected, structural equation modelling (SEM) was used to analyse the data.

Khodabakhshzadeh, Hosseinnia, Moghadam, and Ahmadi (2019) investigated the correlation between teachers' creativity and teaching effectiveness in Iran. This study used 325 EFL Iranians' teachers as a sample. The sample was chosen randomly and rated by on the ELT-CS and teaching effectiveness scale. Questionaire will be used as an instrument to collect the data and structural equation modelling approach was used to analyse the data. The result shows that creativity of the teachers has a significant correlation with their teaching effectiveness and there are also any significant differences between gender and teachers' creativity.

Aktaş (2015) defined that concept creativity of the mathematic teachers in senior high school in Turkish were shallow and the factors that inhibit the teachers' creativity in that school is in the

system of education there. This study conducted in senior school in Turkish and used seven mathematics teachers as sample. The data were collected using semi-structured interview.

Al-Qahtani (2016) also found that almost all teachers in Saudi Arabia have low enthusiasm to develop their creativity in the learning process. This research was conducted in Saudi Arabia school with a sample of 45 EFL teachers and 6 EFL supervisors. A questionnaire about creativity that contains the extent to which they apply their creativity in the learning process and also the interview is used as an instrument in this study. After the teachers complete the questionnaire about creativity, 8 teachers and 6 supervisors would be interviewed.

In addition, in this research there are three research objectives that need to be accomplished. The first one is to analyze how English teacher in SMA N 1 Bebandem perceive their creativity in distance teaching and learning process, the second is to describe how English teacher in SMA N 1 Bebandem implement their creativity in distance teaching and learning process and the third one is to describe the discrepancy between how they perceive and how they implement teaching creativity in distance teaching and learning process.

Based on the explanation above, the role of creativity is very important for teachers. It is because of in the implementation of 21st century learning requires teacher creativity in order to make a successful and meaningful distance learning process for the students. Furthermore, this study is important because the result of this study will show how the teachers perceive their creativity and how they implement the creativity in online teaching and learning process. Therefore, the researcher will conduct a research regarding teaching creativity of Distance learning of English teachers in Bali for there are no researches about teachers' creativity conducted in Bali as this time yet.

2. Method

This study was using embedded mixed method that use self-rated and classroom observation as an instrument. Embedded mixed method was used since the qualitative data were dominant than quantitative data. Additionally, quantitative data were used to support and explain qualitative data more specifically (Creswell, 2003). Self-rated questionnaire and classroom observation questionnaire was used to collect the data. After the data collection was completed, the data collected were in form of numbers and scales from the questionnaire. Qualitative method was used when data collection from the questionnaire had been completed. Qualitative method was used to interpret the data obtained from the 2 questionnaires that were given to all English teachers.

This study was conducted in SMA Negeri 1 Bebandem in the academic year of 2019/2020, specifically in the second semester. SMA Negeri 1 Bebandem is located at Jalan Raya Jungutan, Bebandem, Karangasem Regency. SMA Negeri 1 Bebandem was chosen as the setting of this research because this school is one of the public schools that is located in Karangasem, which represent the eastern side of Bali. Thus, the researcher wanted to conduct this study in this school in order to find out the teacher's creativity in the one of the most favourited school in eastern side of Bali.

The subject of this research were 2 English teachers in SMA Negeri 1 Bebandem, and each of them teaches in a different grade of class. All of these English teachers were observed in how they perceive their creativity and how they implement it during the distance teaching and learning process. The data that was gathered from these 2 teachers then identified to investigate the discrepancy between how they perceive their creativity and how they implement the creativity during the distance learning session.

In the process of data collection of this study, there were three methods that were utilized. Those methods were Questionnaire Method, Observation Method and Interview Method.

The Self-rated questionnaire utilized by the teachers. Self-rated questionnaire was filled by the teacher about how they perceive their creativity in teaching English. This questionnaire was delivered to the teacher and they should answer 24 statements about creativity that were contained in the questionnaire. The teachers rated the level of their creativity based on the 1-5 scales. The questionnaire and observation sheet have same statements and criteria of creativity.

Classroom observation sheet was used in this study. Furthermore, the classroom observation was aimed to discover the data about the implementation of teachers' creativity in the classroom. The classroom observation sheet was used by the researcher to discover the teachers' creativity level by observing how the teachers implement their creativity in real teaching, then determining in which level the teachers' creativity is.

In this study, Semi-Structured Interview was conducted after the researcher discovered the discrepancy between self-rated questionnaire data and classroom observation sheet data. Thus, by using Semi-Structured Interview, the obtained data were more natural and specific.

There are three different data that was gathered for this research. The first data is quantitative data that was acquired by using self-rated questionnaire. On the self-rated questionnaire there is 24 statements that teachers need to fill in which those statements were classified into three types of creativity. Then, the mean score in every type of creativity needs to be calculated. The following formula demonstrates how to gain the mean score in every type of creativity.

$$\text{Score (types of creativity)} = \frac{\textit{Total of the mean score in every learning step}}{3} \quad\quad (1)$$

After the mean score in every type was found, those scores were summed up then divided by three to reach the final score that reflected as the result of the score in self-rated questionnaire.

The second data is the data that was acquired by observation method. Teacher's creativity level was assessed by giving point in every statement that consist in the observation sheet. Notes and pictures that was related to the teacher's creativity were interpreted by the researcher to support the data. Therefore, the data were in form of quantitative and qualitative. The result of the observation was analysed by looking at the point that were reached by the teacher on each 24 statements. Through this instrument, researcher acquired another data about teacher's creativity in implementing the distance learning. Subsequently, the complete data from self-rated questionnaire and classroom observation were compared to find out the discrepancy between them.

The third data is the data that was acquired by the use of interview method. interview method was used in interviewing the teacher in SMA Negeri 1 Bebandem after the researcher found the different result of self-rated questionnaire and classroom observation sheet. The researcher conducted semi-structured interview model in order to make the result of the interview more natural and more specific. This process was conducted to determine the comprehension of the teachers related to the use of creativity in the distance learning process. After the data was collected through interviews, data reduction by Miles (1994) & Faisal (2003) in Sujarweni (2018) was used to analyse the interview. The data of interview then changed from audio form into script form to facilitate the researcher in conducting the data reduction.

In self-rated questionnaire the subjects rated (perceive) their creativity on their own, they gave value to the self-rated questionnaire of their own self as the determination on how creative they think they are. In observation sheet, the subjects were observed and assessed by the researcher. It included the creativity of the subjects to develop and establish an encouraging online learning class for the student. In in-depth interview, the subjects were interviewed to clarify the discrepancy of the self-rated questionnaire and the observation checklist result. There are 24 statements in both of the self-rated questionnaire and the observation checklist. Those statements were divided into three aspects of creativity namely, exploratory, transformational and combinational according to Boden (1998) theory. The subjects in this study were coded as T1 (teacher one) and T2 (teacher two).

In addition, to assist the researcher on this research to classify level of creativity, it was designed a table of creativity criteria of the subjects. Each learning steps has score one (1) to five (5). In this study, score one (1) to one point five (1.5) reflects the lowest criteria of creativity. Score of four point five (4.5) to five (5) reflects the highest criteria of creativity. The detail can be seen in the following table.

Table 1. Criteria Used to Interpret Creativity Score

Criteria of Creativity	Score
Unlikely Creative	$1 \leq x \leq 1.5$
Slightly Creative	$1.5 < x \leq 2.5$
Moderately Creative	$2.5 < x \leq 3.5$
Creative	$3.5 < x \leq 4.5$
Very Creative	$4.5 < x \leq 5$

3. Result

This section discusses about the average score of T1 and T2 based on the data from self-rated questionnaire. The total average score of T1 and T2 in each creativity dimension were summed and divided by two according to each dimension, it was done in order to find an average score of T1

and T2 in that specific dimension of creativity. This following table shows the overall score of T1 and T2 in each dimension of creativity.

Table 2. Teachers' Perception

No	Types of Creativity	Score on Teachers' Perception	Criteria
1	Exploratory	3.0	Moderately Creative
2	Transformational	3.7	Creative
3	Combinational	2.9	Moderately Creative
	Average	3.2	Moderately Creative

Table 2 above presents the overall score of the teachers' perception toward their own creativity in distance teaching and learning process. The teachers rated themselves as Moderately creative in exploratory and combinational creativity, while in the transformational creativity they rated themselves as creative. Based on the average score of the teachers' perception, it can be concluded that the teachers were classified in moderately creative criteria of creativity.

The result above revealed that the teachers perceived that they were in moderately creative criteria in designing various activity in the class, teaching based on the lesson plan, making the students work in pair or group, teaching inductively, 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, 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. The result of the observation section is presented in the following table.

Table 3. Observed Creativity

Number	Types of Creativity	Score on Observation on Teachers' Creativity	Criteria
1	Exploratory	1.49	Slightly Creative
2	Transformational	1.58	Slightly Creative
3	Combinational	1.46	Slightly Creative
	Average	1.51	Slightly Creative

The table above showed the detailed findings on T1's and T2's implemented creativity in each dimension of creativity in distance teaching and learning process. The score showed that the subjects were in the category of slightly creative criteria of creativity. Based on the findings, T1 and T2 were categorized as slightly creative due to the fact that they did not consistent to create and use various activities and medias in the distance learning process, the learning rarely followed the lesson plan, using inductive learning, integrating technology, using real problem, making the 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 for distance learning process. Thus, the discrepancy between the data of teachers' perception and implementation can be presented as follows.

Table 4. Teachers' Perceived and Observed Creativity

Number	Types of Creativity	Teachers' Perception		Facts as Observed	
		Average Score	Criteria	Average Score	Criteria
1	Exploratory	3.0	Moderately Creative	1.49	Slightly Creative
2	Transformational	3.7	Creative	1.58	Slightly Creative
3	Combinational	2.9	Moderately Creative	1.46	Slightly Creative
	Average	**3.2**	**Moderately Creative**	**1.51**	**Slightly Creative**

Table 4 presents that the discrepancy between how the teachers perceived their creativity in conducting distance learning process and facts as observed in the implementation of their creativity in distance learning process. The teachers perceived that they were creative. On the perspective of the teacher, they perceived that they were creative in implementing their creativity in the distance learning process. Teacher claimed that they usually teach based on the lesson plan, make the 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 unique and interesting. However, the facts as they were observed revealed that the teachers 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. Mostly teachers were only found in greeting and giving task, made the students learn on their own without real time guidance from the teachers throughout online learning platform. This caused the lack of activity, that mostly happened in pre-activity and post-activity section of the distance learning process. In addition, the teachers were sometimes found capable in utilizing and combining different types of platform, using different kind of media, modifying existing features of certain platform, and combining the use of printed and conventional media in distance learning. However, the use was not maximized by the teachers, and never fully used to its maximal use in distance learning process. Moreover, the teachers were found consistently inconsistent in implementing their creativity in the distance learning process. Therefore, based on the facts that were found it showed that the teachers were only capable to execute some of the creativity aspect of Boden (1998).

Discussion

In the findings, there were some important points of learning aspects that were not included by the teachers. Those aspects were apperception and brain storming in the opening section of the learning process, lack of guidance from the teachers in the whilst activity, and lack of feedback.

In conducting the learning process, the teachers tended to went straight to the material, without doing any apperception and preparing the students to make them ready for the material that would be taught. The teachers only greeted the students and they gave the students the material and told them on what they had to do. It happened because the learning process was done in an online environment, where the teachers were not familiar by teaching in such state. Therefore, the teachers tended to focus on delivering the main material, without setting the students to be in the ready state before receiving the main material. It is an important phase of learning steps, where teachers should prepare their students so that the students did not feel nervous and shocked. According to Dayu (2015) stated that apperception is an important aspect of learning, in order to make the students ready and motivated for the material that would be taught by the teachers. Where it is possible by the utilization of some activities in the opening phase of the learning process such as discussing the previous material and connecting it to the current material, doing small physical exercises, and utilization of music (Bustami, 2011). It mostly done by both of the teachers, where the pre activity and opening sections were done only by greeting.

In the whilst activity section, the teachers gave the students material about the topic and told the students on what to do. Both of the teachers mostly used videos and pictures in delivering the main material in the whilst activity. However, after the teachers sent the materials to the students, they mostly left the students to do the activity on their own without real-time guidance through e-learning platform. Based on the result of the interview, it happened because of the teachers had no enough time to give the students real-time monitoring. The main activity mostly consisted of the teachers gave the students main material and gave the students task to do after the material. Where the teachers' role in giving the students guidance in the learning process of distance learning scenario is very important. Based on Nir-Gal (2002) who stated that, the role of teacher in virtual learning environment is very important as to be a high and intensive student teacher communication in order to make the learning process become successful. Where in the process, teacher can act as guide to lead the students to understand the material as expected in the lesson plan by giving the students clue, hints and advice whenever the students get lost in the process of acquiring the knowledge (Jaleel, & Anuroofa, 2017).

Moreover, in the closing section of the distance learning process, both of the teachers mostly gave the students task to do and also told them the due date. The teachers mostly asked the students to answer some questions related to the material discussed, or the students sometimes asked to search information on the internet about the material which is related to the topic. For the tasks submitted by the students, those were rarely given feedback by the teachers. It happened because of the teachers did not design the task submitting section to make it capable in conducting discussion or

giving feedback. Where from the teachers themselves were rarely found giving the students feedback even in the learning process. In the process of learning, feedback is very important aspect for the students to be able to understand the knowledge and pass the standards of the learning course. From feedback, students are made easier to achieve the goals of the learning process, since they will know what to improve and what is good already in term of accomplishing the standards of the learning process (Ypsilandis, 2010).

Those were some points in the distance learning process that were hardly found when both of the teachers conducted distance learning activity. Where those points are considered important aspects in conducting a learning process. This discussion was also related to the findings of this research, where it supported the findings in the observation section of this research.

The findings of this research implicate that there was a significant discrepancy between teachers' perception on their creativity and the implementation as was what it was observed in the implementation in distance learning process. Teachers perceived themselves as moderately creative in implementing the creativity in teaching in distance learning process. However, based on the facts that were found in observation section, they were only capable in some points of creative activity. In addition, since discrepancy was found in data, it was further investigated throughout conducting an interview.

In addition, from this research the teachers will understand how important that is to implement creativity that they possess in conducting distance learning process. The teachers have their perception toward their own creativity, while the implementation of their creativity in distance learning process was not the same as what they perceived. It is caused due to the difference on how the teachers perceived their creativity and how they actually implemented it. Therefore, through this research the teachers will be able to specify their level of creativity by using the criteria of creativity that is provided. it will make the teachers recognize their level of creativity. In addition, the teachers will be facilitated to maximize their creativity implementation in teaching by understanding the aspects of creativity which are emphasized in this research.

4. Conclusion and Suggestion

Based on the result of the study, English teachers in SMA Negeri 1 Bebandem perceive themselves in moderately creative category to teach in distance learning. Where one teacher used same exact checklist mark pattern in each learning steps and each creativity dimension, and the other teacher was consistently perceiving her creativity with high scores in each learning steps and each creativity dimension. However, as the fact observed it was revealed that their performance in distance learning were categorize in the unlikely creative category. Where the category was obtained by combining the scores from both of the teachers score in each creativity dimension of the observation section. Then the combined scores were devided by two in order to get the mean score that represented both of the teachers score in the implementation of their creativity in distance learning process. Therefore, from the result of the teachers perceived and observed creativity, there was discrepancy found in the data. In addition, in order to clarify the difference of both of the data, interview was conducted. The interview revealed that the teachers were hardly full fill the requirements to be creative teachers. The teachers showed that they were rarely conducting distance learning process that were referenced to the lesson plan, they did not conduct distance learning in a proper platform, and rarely conducting innovative activity and inserting contextual problem as learning material. Moreover, they also rarely modify the use and the form of media to be unique, and creating attractive activity in distance learning process. It was as same findings as on the observation that have been conducted. It could be determined that the teachers rated themselves based on subjective judgements not based on their actual ability.

According to the study that had been designed and the result that had been collected and demonstrated, the researchers wants to give some suggestions For the teachers, teachers are suggested to variate the use of technology-based media and to improve the implementation of activities that are able to encourage the students in the learning process. Also for further research, Other researchers are suggested to investigate other variables about teaching creativity in the classroom besides perceived and observed teaching creativity in distance learning.

References

Aktaş, M. C. 2016. Turkish High School Teachers' Conceptions of Creativity in Mathematics. *Journal of Education and Training Studies* , 4(2).

Al-Dababneh, K. A., & Al-Zboon, E. K. 2017. Can Teachers' Self-Reported Characteristics and Beliefs about Creativity Predict their Perception of their Creativity Practices in the Classroom. *International Journal Of Special Education*, 723.

Arifani, Y., & Suryanti, S. 2019. The Influence of Male and Female ESP Teachers' Creativity toward Learners' Involvement . *International Journal of Instruction*, 237-238.

Barak, M. 2006. Teaching methods for systematic inventive problem-solving: Evaluation of a course for teachers. *Research in Science and Technological Education*, 24 (2), 237–254.

Bedir, H. 2019. Pre-service ELT teachers' beliefs and perceptions on 21st century learning and innovation skills (4Cs). *Journal Of Language And Linguistic Studies* , 231.

Boden, M. A. 1998. Creativity and artificial intelligence. *Artificial Intelligence Journal*, 348-349.

Boholano,H.B.2017.Smart Social Networking: 21st Century Teaching And Learning Skills. *Research in Pedagogy*, 21. *Journal Of Language And Linguistic Studies* , 312.

Bustami, S. 2011. *Practical Theories of English Language Teaching and Learning.*Yogyakarta, Debut Press.

Creswell, J. W. 2003. Research design: Qualitative, quantitative, and mixed methods research. Thousand Oaks, CA: Sage.

Erdem, A. R., & Adiguzel, D. C. 2019. The Opinions of Primary School Teachers on their Creative Thinking Skills. *Eurasian Journal of Educational Research*, 25-38.

Ferrari, A., Cachia, R., & Punie, Y. 2009. Innovation and Creativity in Education and Training in the EU Member States: Fostering Creative Learning and Supporting Innovative Teaching. *European Commission Joint Research Center Institute for Prospective Technological Studies.*

Goradia, T. 2018. Role of Educational Technologies Utilizing the TPACK Framework and 21st Century Pedagogies: Academics' Perspectives. *IAFOR Journal of Education*, 45.

Goyal, S. 2012. E-Learning: Future of Education. *Journal of Education and Learning*, 240.

Henriksen, D., Henderson, M., Creely, E., Ceretkova, S., Černochová, M., Sendova, E., . . . Al, e. 2018. Creativity and Technology in Education: An International Perspective. *Technology, Knowledge and Learning* .

Jacobs, G. M., & lengtoh-Hen, H. 2013. *Small stepstowards Student-Centred Learning.* JCU Singapore: P. Mandal (ed.).

Keh, L. K., Ismail, Z., & Yusof, Y. M. 2017. Creativity among Geomatical Engineering Students. *International Education Studies*, 44.

Kasmaienezhadfard, S., Talebloo, B., Roustae, R., & Pourrajab, M. 2015. Students' Learning Through Teaching Creativity: Teachers' Perception. *Journal of Educational, Health and Community Psychology* , 2.

Kumar, S. S., Kumar, R. S., & Sankar, G. 2016. Creative Thinking of English Language Teaching to the Secondary Language Learners. *International Journal of Linguistics, Literature and Culture* , 151.

LLC, E. 2014. *E-learning concepts, trends, applications.* San Fransisco: Epignosis LLC.

Muianga, X., Klomsri, T., Tedre, M., & Mutimucuio, I. 2018. From Teacher-Oriented to Student-Centred Learning: Developing an ICT-Supported Learning Approach at the Eduardo Mondlane University, Mozambique. *The Turkish Online Journal of Educational Technology*, 47.

Nir-Gal, O. 2002. Distance learning: The role of the teacher in a virtual learning environment. *Ma'of u-Ma'aseh*, 8, 23-50.

Parsa, I. M. 2017. Evaluation Study Effect of Allowances and Job Creativity—The Performance of the Teacher in Secondary Vocational School Province of East Nusa Tenggara. *International Education Studies*, 99.

Setiawan, R. 2017. The Influence of Income, Experience, and Academic Qualification on the Early Childhood Education Teachers' Creativity in Semarang, Indonesi. *International Journal of Instruction* , 41.

Takhyneh, B. A. 2018. Attitudes towards Using Mobile Applications in Teaching Mathematics in Open Learning Systems. *International Journal of E-Learning & Distance Education La Revue Internationale De L'apprentissage à Distance, 33*(2292-8588), 1-16.

Vasudevan, H. 2013. The Influence of Teachers' Creativity, Attitude and Commitment on Students' Proficiency of the English Language. *Journal of Research & Method in Education* , 12.

Yalcinalp, S., & Avcı, Ü. 2019. Creativity and Emerging Digital Educational Technologies: A Systematic Review . *The Turkish Online Journal of Educational Technology* , 25.

Ypsilandis, G. 2010. Feedback in Distance Education. Computer Assisted Language Learning. April 2002. 167-181. 10.1076/call.15.2.167.8191.

Zain, I. M. 2017. The Collaborative Instructional Design System (CIDS): Visualizing the 21st Century Learning . *Universal Journal of Educational Research* , 2259.