Implementation English Teacher's Creativity in Transition Period at Junior High School

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A B S T R A K

Pelaksanaan pembelajaran tatap muka pada masa transisi membuat siswa bingung dan cenderung pasif saat melaksanakan pembelajaran di kelas. Hal tersebut dikarenakan pembelajaran sebelumnya dilakukan secara daring dan cenderung tidak berjalan efektif sehingga perlu penerapan kreativitas guru di kelas untuk meningkatkan pemahaman dan keaktifan siswa. Penelitian ini bertujuan untuk menganalisis bagaimana guru mengimplementasikan kreativitasnya pada pembelajaran tatap muka pada masa transisi pasca pandemi. Metode campuran tertanam digunakan sebagai desain penelitian dimana data kualitatif menjadi data utama sedangkan data kuantitatif digunakan sebagai data pendukung. Guru bahasa Inggris di SMP dipilih sebagai subjek penelitian. Pengumpulan data menggunakan angket penilaian diri, observasi kelas, dan wawancara mendalam. Untuk teknik analisis data peneliti menilai dengan memberi poin pada setiap pernyataan pada lembar observasi. Hasil penelitian menunjukkan bahwa 1) Guru cenderung tidak memenuhi kriteria guru kreatif dalam melaksanakan pembelajaran pada masa transisi dimana guru termasuk dalam kategori kreativitas yang tidak mungkin dalam menerapkan kreativitas. Guru yang cenderung tidak kreatif dapat membuat siswa lebih pasif dan sulit memahami pembelajaran di kelas, apalagi pada masa transisi dimana siswa yang sebelumnya belajar kurang efektif melalui platform online kini beralih ke pembelajaran tatap muka yang menuntut mereka untuk memahami materi pelajaran. materi pelajaran dengan baik.

A B S T R A C T

Implementation of face-to-face learning during the transition period makes students confused and tends to be passive when carrying out learning in class. That was because previous learning was carried out online and tended not to run effectively so it was necessary to apply teacher creativity in the classroom to increase student understanding and activity. This study aimed to analyze how teachers implement their creativity towards face-to-face learning during the post-pandemic transitional period. Embedded mixed methods were used as a research design where qualitative data became the main data while quantitative data were used as supporting data. The English teacher in junior high school is choosen as the research subject. Data collection are using self-rated questionnaire, classroom observation, and in-depth interview. For the data analyze technique the researcher assess by assigning a point to each statement on the sheet of observations. The results of the study show that 1) Teachers tend not to meet the criteria of being creative teachers in implementing learning during the transition period where teachers fall into the unlikely creativity category in implementing creativity. Teachers who tend to be uncreative can make students more passive and difficult to understand learning in class, especially during the transition period where students who previously learned less effectively through online platforms are now switching to face-to-face learning which requires them to understand the subject matter well.

1. INTRODUCTION

The start of learning process of face-to-face in schools presents a new problem. The problem was the difficulty for students to adjust to face-to-face learning. That was because previously students carried out distance learning by only meeting through the application (Lapitan et al., 2021; Ningsih et al., 2022; Saha et al., 2022). That was supported by the opinion of previous study who found that teachers in Indonesia have three ways to implement distance learning, namely using video conferencing, only online chat, and a mix of online chat and video conferencing (Lestiyanawati, 2020). This makes students passive and difficult to learn due to limited learning and most teachers who teach using learning methods that focus on teacher explanations or student centered (Antika, 2014; Pelikan et al., 2021). This made students more passive in the class, this become problem for teachers during face-to-face learning after the pandemic. Teachers are required to be capable of carrying out learning that provides opportunities for students to be active and expand their knowledge independently or better known as student-centered learning (Antika, 2014; Jeon, 2018; Zhou et al., 2019).

Creativity was the ability use by a person in packaging an activity that is interesting and for the benefit of many people. Creativity can be defined as the ability to produce new and adaptive work related to task or situational limitations (Muhali, 2019; Rahman, 2019; Rahmatullah et al., 2022). There are three types of creativity that is combinational, exploratory and transformational. Creativity helps people in determining various ways of doing things, not least in the teaching and learning process for an English teacher. Teaching older students to be more innovative also demands instruction that explicitly fosters creativity but is also rich in content In the teaching and learning process it is important for teachers to have and use creativity to create interesting and innovative learning (Hoth et al., 2017; Thuneberg et al., 2018; Yue, 2019). Interesting learning is not only done so that students feel happy but also must prioritize the learning objectives and competencies to be achieved. Nurturing creativity is a very important step in helping teachers deal with the challenges and pressures of reaching students, especially the most marginalized (Andarwati, 2019; Gunadi et al., 2022; Tee & Amran, 2021).

Many researches on teacher creativity in teaching English have been carried out. The first research was conducted by previous study examined the creativity of elementary school teachers (Erdem & Cag Adıguzel, 2019). This research was conducted in primary schools in Turkey especially in grades 1-4. This study's findings reveal that there is no difference amongst the views of teachers' creativity from seniority, gender and level of education. However, the results show that teachers in elementary schools have creativity that is still below the average because they cannot implement their creativity in the classroom. Furthermore, the causes in this study were not explained that caused teachers to not be able to use their creativity. The second research was conducted by pther study shows the use of technology to develop teacher creativity in teaching English practice (Lastari & Silvana, 2020). The outcomes of this research reveal that teachers perceive the significance of cutting-edge technology in fostering creativity in the classroom. Technology can assist teachers in developing their creativity. It also helps in applying creativity in real concepts as well as providing a variety of materials for teachers. This study shows that the use of technology is not the main resource in the classroom. Teachers do not use technology in the main activity but they use it only for media and are used more as a tool to help find subject matter.

However, those studies does not clearly explain the evidence for using technology in classroom learning. Therefore this study try to fill the gap of previous studies. The objective of this research was to analyze the application of teacher creativity in accomplish classroom learning. The novelty of this research is discussing teaching creativity starting from the classroom then the object of research that focuses on English teachers at the junior high school level in Sukasada sub-district and the existence of 21st century learning skills during the transition period of the Covid 19 pandemic which focuses on junior high schools.

2. METHOD

In this research used embedded mixed method with use self-rated questionnaire, classroom observation, and in-depth interview. The embedded design mixed research model was a mixed research model that collects quantitative and qualitative data together where one form of data had a supporting role for another form of data (Cresswell & Cresswell, 2018). Embedded mixed method was use because this research requires two data, namely qualitative and quantitative data so that it will be able to produce accurate and credible data. This research was set a place at SMP N 1 Sukasada in the academic year of 2022/2023, specifically in the one semester. SMP N 1 Sukasada was chosen as the setting of this research because this school as one of schools that well equipped with teaching facilities so that it supports teachers in carrying out learning and the teachers were discipline in carry out learning. Moreover, SMP N 1 Sukasada was a school that had implemented face-to-face learning after the Covid-19 pandemic. Thus, it was hoped that English teachers would have readiness and adapt to different learning environments, especially in face-to-face learning after the Covid-19 pandemic. The subject of this study was 2 English teachers in SMP N 1 Sukasada. The two teachers realized that they were the subjects of the research and then gave their consent to contribute to this research. All English teachers will observe in how they implement their creativity in the classroom. For the data analyze technique the researcher assess by assigning a point to each statement on the sheet of observations. Additionally, the note was used as supporting data from observation sheet. The mode score in all statements was used to examine the results of this data. The data from the observation sheet were utilized to interpret the grade into the creative criteria listed in Table 1. The data from the mode value is then converted into creativity criteria according to the following Table.

Table 1. Indicators Used to Construe the Creativity Level

Criteria of Creativity	Mean Score	Mode Value
Very Creative	$\chi \geq 4.5$	5
Creative	$3.5 \leq \chi \geq 4.5$	4
Moderately Creative	$2.5 \leq \chi \geq 3.5$	3
Slightly Creative	$1.5 \leq \chi \geq 2.5$	2
Unlikely Creative	$X < 1.5$	1

3. RESULT AND DISCUSSION

Result

Teacher creativity refers to the ability of educators to think innovatively, develop new teaching methods, and design engaging learning experiences for their students. It involves the capacity to generate fresh ideas, adapt instructional strategies to meet students' needs, and create a stimulating classroom environment. Teachers who demonstrate creativity often go beyond traditional teaching approaches and incorporate innovative techniques and technologies into their lessons. They may use interactive activities, multimedia resources, hands-on experiments, and project-based learning to foster students' curiosity, critical thinking, and problem-solving skills.

Furthermore, creative teachers are flexible and open to exploring different teaching methods, adapting their instruction to accommodate diverse learning styles and abilities. They may experiment with alternative assessment strategies, collaborative learning opportunities, and individualized instruction to enhance student engagement and understanding. Teacher's score in there type of creativity is show in Table 2.

Table 2. Overall Score of T1 and T2 in Every Type of Creativities

Type of Creativity	Score on Observation on Teacher's Creativity	Criteria
Exploratory	1	Unlikely Creative
Transformational	1	Unlikely Creative
Combinational	1	Unlikely Creative

Table 2 present the detailed teacher's score in 3 type of creativity. As could be seen from the Table above, The teacher's score was classified as "Unlikely Creative" by the criteria. As a result, both instructors were rated as "Unlikely Creative" in their ability to design and utilize diverse activities and media in the classroom the teachers only did a little bit activity in every learning steps like did not used group work and only used individual activity. An uncreative ability to design and utilize diverse teaching methods refers to a teacher's limited capacity to think outside the box, innovate, and incorporate a wide range of instructional approaches in their teaching practice. This lack of creativity may result in a monotonous and less engaging learning experience for students.

Teachers with an uncreative approach may rely heavily on traditional, conventional teaching methods and materials, sticking to a rigid instructional routine without exploring alternative strategies. They may use the same set of resources, lectures, and assessments repeatedly, limiting students' exposure to different learning modalities and hindering their ability to fully grasp and retain information. Furthermore, an uncreative approach may result in a lack of adaptation to diverse student needs and learning styles. Teachers may struggle to tailor their instruction to accommodate the individual strengths, interests, and learning preferences of their students. This can lead to disengagement, reduced motivation, and limited opportunities for students to explore their unique talents and abilities.

The learning that was carried out rarely followed the lesson plan for this statement the teachers did not followed the lesson plan but only follow the objective learning and the material. An uncreative lesson plan objective learning and material refers to a lack of originality, innovation, and variety in designing the intended learning outcomes and the instructional content for a lesson. It implies that the teacher's approach may be repetitive, mundane, and limited in its ability to engage and inspire students. In this context, uncreative lesson plan objectives may be generic and lack specificity. They may focus on basic recall and regurgitation of facts rather than promoting higher-order thinking skills or encouraging creativity and critical thinking. This can limit students' ability to deeply understand and apply the concepts being taught. Similarly, uncreative instructional materials may include outdated or monotonous resources that fail to capture students' interest or provide diverse learning experiences. The materials may lack visual aids, real-world examples, multimedia resources, or interactive elements that could enhance engagement and understanding. An uncreative approach to lesson planning and instructional materials may also disregard the diverse needs, interests, and learning styles of students. It may fail to incorporate differentiation strategies to address various learning abilities and preferences, resulting in limited opportunities for student engagement and individual growth.

In apply technology in learning the teachers only used lack of technology in the class and focus with the another activity without using technology and for utilizing real-world problems and requiring students to resolve them using previous knowledge the teachers showed a little bit real problem to support the material in the class, combining media such as online media and offline media, providing appealing activities and pairing or using many media in each meeting. For this statements the teachers showed a lack of combining any learning media in learning process that was made the teachers could be categorize in unlikely creative in implementing classroom teaching creativity.

Discussion

For the discussion in implementation of teaching creativity both of the teachers could be categorize in "Unlikely Creative" criteria. Consequently, both of these teachers were considered to be unlikely creative in creating and using a variety of activities and media in the classroom, rarely following the lesson plan, applying learning inductively, utilizing technological tools in learning, addressing realistic problems, getting students to resolve problems based on their pre-existing knowledge, mixing media such as online and offline media, generating engaging and interesting activities, and varying or combining media in each meeting.

When teachers lack creativity in creating and utilizing a variety of activities and media in the classroom, it can significantly hinder the learning experience. Uncreative teachers often rely on conventional teaching methods and repetitive activities, leading to monotony and disengagement among students (Çetin, 2018; Hart et al., 2021; Hau et al., 2020). They may use the same instructional materials and approaches repeatedly, which limits the students' exposure to diverse learning opportunities. Without incorporating a range of activities and media, such as interactive games, multimedia presentations, group discussions, or hands-on projects, students may struggle to fully grasp and retain the subject matter. Furthermore, the absence of creativity in the classroom can stifle students' critical thinking, problem-solving skills, and overall motivation to learn (Lee, 2016; Rusdin, 2018; Trimahesri & Hardini, 2019). Therefore, it is essential for teachers to cultivate their creativity and explore innovative approaches to create an engaging and dynamic learning environment.

When a teacher applies learning inductively, they adopt a teaching approach that emphasizes discovering and constructing knowledge through hands-on experiences and observations (Mc Pherson-Geyser et al., 2020; Whale et al., 2018). Rather than providing students with explicit rules or concepts upfront, the teacher presents specific examples or experiences and guides students to identify patterns, draw conclusions, and formulate general principles or concepts themselves. This approach encourages active engagement, critical thinking, and problem-solving skills as students actively participate in the learning process. By engaging in inductive learning, students develop a deeper understanding of the subject matter as they actively explore and make connections between various pieces of information, fostering a more meaningful and lasting learning experience (Chasanah, 2019; Kurniawati et al., 2021).

Teachers' lack of creativity in utilizing technological tools in learning can have significant implications for student engagement and effective instruction. When teachers fail to explore and leverage the full potential of technological tools, it can result in monotonous and traditional teaching methods that may not effectively capture students' attention or cater to their diverse learning needs (Hart et al., 2021; Hau et al., 2020). Uncreative use of technology may limit opportunities for interactive and dynamic learning experiences, hindering students' ability to develop essential digital literacy and critical thinking skills. Additionally, teachers who are uncreative in integrating technology may miss out on the vast array of resources, interactive multimedia, and collaborative platforms available, thereby limiting students' exposure to a variety of learning modalities and inhibiting their motivation and enthusiasm for learning (Festiyed et al., 2019; Komalasari & Rahmat, 2019). Ultimately, the uncreative use of technological tools by teachers may impede the realization of the full potential of technology in enhancing student learning outcomes and preparing them for the demands of the digital age.

That was related with the finding from previous study that stated that teachers have creativity that is still below the average because they cannot implement their creativity in the classroom (Erdem & Cag Adıguzel, 2019). Then in implemented creativity in the class especially in transitional period both of the teacher rarely use technology in learning process. That was different with the finding from other study which stated that the importance of the latest technology for creativity in teaching it can help teachers in developing their creativity (Arianti & Waluyati, 2019). This research can contribute to the development of English teaching methods at the junior high school level. Through this research, it is possible to find new and creative approaches that English teachers can use to facilitate students' transition periods more effectively. By implementing the creativity of English teachers in the transition period, this research has the potential to improve the quality of student learning. Teacher creativity can stimulate students' interest and involvement in learning English, thereby increasing their understanding and ability. This research can provide English teachers with new insights and understanding regarding the importance of creativity in dealing with the transition period in junior high schools. Teachers can get new ideas and strategies that they can apply in everyday learning.

A general limitation of the study is the difficulty of generalizing the results of this study to a wider population. This research may be conducted on a limited sample, such as a particular school or a specific geographic area, so the results may not be directly applicable to different situations. In addition, research involving subjective creativity, such as this research, can face challenges in terms of objective assessment and measurement. Assessment of teacher creativity can vary depending on the perception of the researcher or evaluator, which can influence research results. This research may find it difficult to isolate the influence of teacher creativity exclusively in facing the transition period. There are other factors that can affect learning outcomes, such as environmental factors, curriculum, or student motivation. It is difficult to exclude the influence of other variables and measure the contribution of teacher creativity in isolation.

4. CONCLUSION

According to the outcomes of the data analysis, it is possible to deduce that implementation of English teachers at SMP N 1 Sukasada can be categorized in unlikely creative for three types of creativity, namely exploratory, transformation and combination in transitional period. They were also graded on how consistently they used their creativeness in each learning task in the class. The instructors showed mostly lack in exploratory creativity, transformation creativity and combination creativity that was related with the overall mode score in observation. Moreover, from the research that has been made, there are suggestions that the author wants to convey to parties related to this study. The first is that teachers are expected to apply the creativity they have to real learning as much as possible because basically they know that they have the ability about creativity. Second, for the school to facilitate teacher's creativity to be more effective in implementing their creativity.

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