

## ENGLISH TEACHER CREATIVITY IN DESIGNING ONLINE LEARNING ACTIVITIES DURING COVID-19

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### ABSTRACT

In this pandemic situation, the learning process is replaced by online learning. Where in online learning, the teacher needs to work hard in teaching. So that online learning runs well. One way to do this in this pandemic situation is to use the teacher's creativity in making engaging online learning activities so that students can receive the material well. This study aims to determine teachers' creativity in making engaging online learning activities for English teachers in class IX at SMPN 1 Srengat. This study used a case study design with qualitative approach, and the design is used to dig deeper into teachers' creativity in making online learning activities used by English teachers. This study uses two instruments, and they are: the first instrument is interviewed, and the second instrument is documentation. The results showed that the grade IX English teacher at SMPN 1 Srengat was very creative in making online learning activities. For designing the online learning activities, the English teacher implemented four of criteria for creative teachers based on the theory of (Mulyana 2010): Fluency, Flexibility, Originality, and Elaboration. The English teacher also implements online learning activities proposed by (Jack, Chris, and Donald 2019), including Consulting, Interactive Lectures, Student presentations, Reading, and Self-Study.

**Keywords:** English Teacher; Creativities; Learning Activities

### ABSTRAK

Dalam masa pandemi seperti ini, proses belajar digantikan dengan pembelajaran online. Dimana pada pembelajaran online, seorang guru harus berusaha dengan giat agar pembelajaran online berjalan dengan baik. Salah satu cara yaitu dengan menggunakan kekreatifitasan guru dalam membuat aktifitas pembelajaran online yang menarik agar para siswa dapat menerima materi dengan baik. Penelitian ini bertujuan untuk mengetahui kekreatifitasan guru dalam membuat aktifitas pembelajaran online yang menarik pada guru bahasa inggris pada kelas IX di SMPN 1 Srengat. Penelitian ini menggunakan *case study* desain dengan pendekatan kualitatif, desain tersebut digunakan untuk menggali lebih dalam tentang kreatifitas guru dalam membuat aktifitas pembelajaran online yang digunakan oleh guru bahasa inggris. Penelitian ini menggunakan dua instrument yaitu: instrument yang pertama adalah wawancara dan instrument yang kedua adalah dokumentasi. Hasil penelitian menunjukkan bahwa guru bahasa inggris kelas IX di SMPN 1 Srengat sangat kreatif dalam membuat aktifitas pembelajaran online.

Dalam membuat pembelajaran online, guru bahasa inggris mengimplementasikan empat kriteria guru kreatif berdasarkan teori dari (Mulyana 2010) yaitu: Fluency, Flexibility, Originality dan Elaboration. Guru bahasa inggris juga menerapkan aktifitas pembelajaran online yang dikemukakan oleh (Jack, Chris and Donald 2019), diantaranya: Consulting, Interactive Lecture, Student Presentation, Reading, dan Self-Study.

**Kata-Kata Kunci:** Guru Bahasa Inggris; Kreatifitas; Aktifitas Pembelajaran

## INTRODUCTION

Nowadays, education is a crucial aspect of human life. Education is the strategy to enhance the welfare of human beings (Huskho, 2017). Through education, humans have the potential, skill, intelligence, and attitude of a great life. Therefore, education is a necessity to be carried out, and also through education, humans can become knowledgeable creatures and be good humans in this world and hereafter. One of the most common education in human life is learning a language because language is a tool of communication and social control. As a human, they need to interact each other.

Learning a language is significantly important in human life, especially the English language as an international language in the world. Without language, humans cannot communicate, express their feeling and share each other around the world. Today's English is more beneficial and crucial since it becomes a powerful language worldwide or as an international language (Yusica, 2015). The English language is used for all sides of social, commercial, business, and education aspect. Therefore, the English language is needed for many students to survive and develop in the international field. Based on those explanations, English teacher is the primary key to student success in learning the English language. The English teacher should understand student's needs and student's condition in studying the English language (Anggrayani, 2015).

At the end of 2019, there was a virus that was horrendous in the world. World Health Organization (WHO) gave the name of the virus as the coronavirus disease 2019 (COVID-19). This virus comes from Wuhan, China. Coronavirus disease 2019 (COVID-19) has been identified as a global disease outbreak virus by the World Health Organization (Febri & Retno, 2020). According to this COVID-19 situation, all education activities move to online learning. Online learning is a process of education through an internet network using a management system for education. Facing online learning during COVID-19, English teachers should prepare several learning media and activities. One example of online learning media, which is already used in several schools, colleges, and universities, is E-learning. Based on this situation, consequently, it makes the teaching learning monotonous and drives students to the passive learners. Therefore, during online learning, teachers teach the English language through many kinds of techniques and activities. According to Winston et al. (2018), students who are motivated to learn are more likely to use different active learning strategies. Therefore, teachers need to increase their creativity to design online learning activities to make active learning during online learning.

Nowadays, creativity is one of the important aspects of the teaching process, because as teachers, they should make an impressive performance and help the students to understand the materials (Sawyer, 2014). It can make students successful and motivated in the learning process (Jacobs & Lawson, 2017). Creative teaching is as to how teacher attempts to make learning interesting, fun and engaging. Students will be motivated when a creative teacher

makes a learning process interesting, fun, and engaging. A creative teacher can be seen as a teacher's effort to facilitate learning to achieve teaching objectives (Konder, 2012). Therefore, teachers should put their creativity in all aspects of the learning process because it will influence the students' success. In such reason, creative teaching is very needed in this situation, creative teaching becomes valuable as stimulus and nutrition to motivate students in learning. Creative learning process can be more interesting when a teacher has good creativity to elaborate the activities, materials, and strategy in the learning process.

Teachers' creativity can be seen from the teacher's performance and the daily activities of the teacher. With the excellent performance of a teacher, it will make learning always move towards progress. According to Konder (2012), creative teachers can effectively perform their educational process by integrating various contextual teaching materials, educational strategies, educational media, and real-life experiences. The creative teacher will practice all the knowledge they have acquired and transfer all existing knowledge to their students. Therefore, ideally, a creative teacher must always create something new, both in terms of learning materials, learning methods, and learning activities.

In this research, the researchers investigate the English teacher creativity in developing online learning activities in the ninth grade class of SMPN 1 Srengat. The researchers take a great interest in the SMPN 1 Srengat because SMPN 1 Srengat is one of the favorite junior high schools in Blitar regency. In addition, SMPN 1 Srengat got A accreditation from BAN-S/M. In the COVID-19 situation, SMPN 1 Srengat has followed government recommendations to carry out online learning, and SMPN 1 Srengat has many new movements to improve the quality of online learning.

Some previous studies are similar or related to English teacher creativity. The first study was conducted by Yusica (2015), which discussed teachers' creativity in creating English-speaking environments. The second previous study was from Anggrayani (2015), which discussed teachers' creativity in developing media and applying teaching media for teaching vocabulary. The third previous study was from Huskho (2017), which discussed the influence of teachers' creativity in classroom management and the utilization of learning media. The fourth previous study was from Khikmah (2019), which discussed teachers' creativity in designing learning activities sustaining students' motivation. The last previous study was from Setiawan, Ahmad et al. (2019), which discussed the role of creative teachers in teaching speaking performance.

Based on the background above, the researcher is interested to investigate about how are the English teacher creativities in designing online learning activities during COVID-19 at the ninth-grade student in SMP 1 Srengat and what are the online learning activities designed by the English teacher at the ninth-grade student in SMPN 1 Srengat.

## LITERATURE REVIEW

In learning English, first, teacher needs creativity to increase the learning process. It can use several activities which support achieving the learning goal. Creative teaching is used for developing students' creative skills as well. The teacher is functionally intended to encourage students to explore their skills, abilities, and knowledge. In this case, the teacher must be aware of their task because real educators transmit or share knowledge but are required to be creative and innovative. Indeed, creative teaching takes much practice to come by, and it takes considerable time. This includes the three steps of creative teaching as demonstrated by

Copley (cited in Baghaei and Riasati, 2003) are: "The first step is understanding nature of creativity, the second step is to practice your creativity, the third step is to use teaching strategies that foster creativity in your students." Based on Mulyana (2010). There are four characteristics of a creative teacher in the teaching process:

**1. Fluency**

Fluency means the teacher can produce accurate ideas according to the problem at hand. The ideas put forward are the right solution to overcome a problem. For example, with the current pandemic conditions, teachers can generate online learning ideas by using several activities that can support online learning for the better.

**2. Flexibility**

In this case, the teacher can open minds. This ability can be used to create new and better learning ideas than previous ideas. By opening up space to receive input from other people or students, the resulting ideas can satisfy all parties from a teacher and student.

**3. Originality**

Originality means that the teacher creates new ideas. This ability is needed in the learning process because it helps the learning process be more effective. When the teacher gets a problem, when the teacher finds a solution by creating new ideas in learning, the learning process returns to normal. Teacher creativity can be seen from the new ideas that are successfully created and the success of these ideas when implemented.

**4. Elaboration**

The teacher can see a problem in detail. The accuracy of a teacher in looking at a problem will affect the quality of the results of his creativity. The more the teacher pays attention to the details of the problem, the more specific the problem solving creativity will be.

Second, teacher needs learning activities. Learning activities are designed to make students out of their books, sometimes out from their seats, make active learning, and sometimes out of their familiar ways of thinking. In these learning activities, the teacher is the primary key to designing learning activities. In designing learning activities, one of them must consider how students understand new things information, how they acquired new skills, or how they were developing new ways of being (Bransford, Brown, & Cocking, 2000). Based on theory from (Jack, Chris and Donald 2009) there is twelve common activities type used by the creative teacher such as Guide-discovery learning, interactive lecture, students teaching, problem-solving, projects, students presentation, self-assessment and peer assessment, self-study, reading, technology, role-playing and consulting.

## **METHOD**

The research design of this study is case study design with a qualitative approach. In addition, the researcher uses several techniques such as interviews and documents to get in-depth information in this study. And then, the researchers will analyze and present the data which already gotten based on the research question. This research is located in SMPN 1 Srengat, considering several factors in terms of the school's attractiveness and advantages. The researchers take a great interest in this school because SMPN 1 Srengat is one of the favorite junior high schools in Blitar regency. In SMPN 1 Srengat, three English teachers teach in the ninth grade, the researcher chooses one English teacher in the ninth grade. The researchers choose that English teacher because the teacher has two years more experience in teaching the

English language and the one attractive English teacher. In this case, the researchers also use triangulation to get the validity of the data. Related to source triangulation, the collected data and research findings are checked based on Mulyana's (2010) theory for teacher creativity and the theory from Jack, Chris & Donald (2009) for the learning activities.

## RESULTS AND DISCUSSION

Based on the data interview and documentation showed that the English teacher in the ninth-grade students at SMPN 1 Srengat, in the designing online learning activities was implementing four characteristics of creative teacher the theory from (Mulyana 2010). The four characteristics are Fluency, Flexibility, Originality, and Elaboration. The researcher will present the explanation as follows:

1. Fluency means the teacher can produce accurate ideas according to the problem at hand. Online learning is a problem faced by teachers because they must adapt to teaching online by using their creativity in teaching. The English teacher at SMPN 1 Srengat brings his creativity into online learning to solve the problem with creates an online learning activity appropriate to the circumstance and choose interesting online learning activities. Such as making videos, reading, writing, quiz time, QnA section, consulting and Teacher presentation.
2. Flexibility, in this case, the teacher can open minds. This ability can be used to create new and better learning ideas than previous ideas. By opening up space to receive input from other people or students, the resulting ideas can satisfy all parties, from a teacher and student. The English teacher at SMPN 1 Srengat can open his mind. The English teacher creates online learning activities, namely consulting and opens QnA time.
3. Originality means that the teacher creates new ideas. This ability is needed in the learning process because it helps the learning process be effective. When online learning was first held, the English teacher used E-Learning in the teaching process. However, English teachers use E-Learning when teaching because several reasons make English teachers create new ideas in the online teaching process. By paying attention to students' problem, English teachers create new ideas by creating online learning activities using other online learning media such as Quiz Time which created using Quizizz.com, QnA section, and consulting.
4. The teacher can see a problem in detail. The accuracy of a teacher in looking at a problem will affect the quality of the results of his creativity. The English teacher at SMPN 1 Srengat paying attention to the student's problem and solve them well. Before choosing the learning activities, the English teacher adjusting the skill to be taught and seeing the students' backgrounds. By those way the English teacher can design online learning activities which suitable with students need and condition. Based on those explanation, it showed that English teacher at SMPN 1 Srengat can see a problem in detail.

Based on the theory from (Jack, Chris, and Donald 2009) that the English teacher-designed five online learning activities, including consulting, interactive lectures, student presentations, reading, and self-study. This will be explained further below:

### 1. Consulting

It is an excellent alternative to teach, in which school members lend their expertise to questions and problems raised by learners. The English teacher creates online learning

activities, namely consulting, which, after the online learning is complete, students can do consulting directly with the teacher used WhatsApp group.

2. Interactive Lecture

It is a solution to an undisturbed lecture or teacher, which lasts for an extended period. The objective is to build border checks with a teacher, during which learners test their understanding of what was presented. The English teacher at SMP 1 Srengat uses these learning activities not to disturb when delivering material to students, and students can understand the material presented. The English teacher presented the materials by zoom application to make a virtual meeting with the students.

3. Students Presentation

This may be a less formal variant of student teaching. Students present some aspects of the class performance, such as homework solutions, quiz responses, peer assessments, and team assessments. The English teacher used this student presentation by making online learning activities such as making a video to explain some material or complete the homework. This online learning activity is for speaking skills. The following online learning activity are writing sentences and Quiz Time. Quiz time created through a Quizziz.com account and focuses on all skills. Quiz Time is very helpful for English teachers in evaluating students' understanding of the material that has been presented. In addition, the English teacher also created online learning activities namely QnA time.

4. Reading

In this type of activity, learners are responsible for understanding written material but usually do not understand what they should have learned or what they should be able to do due to reading the material. The English teacher uses some additional material to practice reading, improve reading skills, and understand the material. The English teacher upload the materials in the Google Classroom and students can read by them-selves.

5. Self-study

The nature of this activity is to make it possible for the student to make their learning easier to meet the needs of the student criteria in their study. The English teacher uses self-study activities by giving students links to material from several sources to understand more about the material. The English teacher provides YouTube links about material from other sources and upload it in the Google classroom to make students understand the material well and train students' listening skills.

## CONCLUSION

Finally, there are two conclusions. The first conclusion of this research is the way English teacher used his creativity in designing online learning activities are by creating online learning activities appropriate to the circumstance, choose interesting online learning activities, provide consulting time between students and teacher, giving time for QnA, paying attention to student's problem, seeing background of the students to be taught and adjusting skill to be taught. Based on the data analysis the English teacher in designed online learning activities implemented four characteristics of a creative teacher according to (Mulayana 2010), there are fluency, flexibility, originality, and elaboration.

The second conclusion of the research is related to the online learning activities designed by the English teacher at the ninth grade of SMPN 1 Srengat. Online learning activities designed by the English teacher are making video, writing, reading, quiz time, QnA time,

teacher explanation and consulting. Based on the result of this study showed that the English teacher used five online learning activities according to (Jack, Chris, and Donald 2009), and there are consulting, interactive lecture, student presentation, reading, and self-study.

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