EFL teachers' creativity at classroom

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Abstract
In the 21st century era, teaching and learning English should be creative. The teacher as the orchestra conductor is required to be creative in the classroom. The aim of the present study is to scrutinize English teachers' creativity when teaching. The concept of a creativity teacher; freedom, positive challenge, supervisory encouragement, group support, sufficient resources, and organizational support from Amabille (1997) was adopted. This study is carried out at one of Junior high schools in Tebo Regency. The research method is descriptive method. The data was collected by direct communication and analyzed descriptively. The results revealed that the English teacher is creative in the classroom. She has implemented a pleasant learning atmosphere in the teaching and learning process. This study also suggests that English teachers should be creative to foster students' creativity in the classroom.

Keywords: *21st century learning; EFL teacher; teacher creativity.*

INTRODUCTION

Nowadays, a creative teacher is highly demanded in the world (Triana et al., 2021). There are several reasons why creativity is necessary in teaching (Sukardi et al.,2021). First, the students have new ways in acquiring knowledge. Second, it stimulates students' thinking ability, and it also helps them to overcome real-life problems. Mirzaee&Rahimi (2017) propose that the creativity becomes a current issue in the world today which is dominated by technological innovation.

A teacher leads many roles in education activities. She/he must have enormous capabilities as an educator, designer, and facilitator for the students. Today, creative teachers become the prominent issue for better learning outcomes. It appears because of the advance growth of technology. As a results, they should be smart and even creative in taking the positive impact of the technology, particularly in teaching and learning process. Teachers who have creativity in developing ideas in some activities or tasks in the classroom will be able to stimulate the development of creativity in the classroom environment. To foster creativity, Rotherham&Willingham (2009) suggest that both educator and policy makers have to generate teaching program, and schools should find new perspective in education or how to be a skillful teacher. It can be said that a teacher today should have creative thinking skills.

Furthermore, teacher creativity has close connection with classroom management. Creative teachers are believed can manage the class well since they have good classroom management. Undisputable, teachers who success in managing their class and do innovation in their teaching, the process of learning is running well even more effective. It is supported by Apak et al., (2019) who argue that classroom management has long been acceptable as central to create creative learning. It clearly emphasizes that teacher's competence in teaching do not only measure from their professional competence, but also pedagogical competence which is started from classroom management.

In some countries such as China, Turkie, and Iran, teacher creativity has become trending topic in education field. Wang & Kokotsaki (2018) explain that teacher creativity in China is not running well. It needs support from several parties to encourage, nurture, and reward creativity. Akyildiz& Celik (2020) inform that teacher creativity is not central point in teaching. It is required in the curriculum, but teachers do not take it into account in their teaching practice. In Iran, Mirzaee&Rahimi (2017) state that majority teachers are aware of the growth of technology and can produce more experienced students. However, they realized that their creativity is poor and still implemented old strategies in teaching.

In Indonesian context, several previous studies (Triana et al., 2021; Merpati et al., 2018; Jannatin & Rahmat, 2018) mention that teacher creativity is well known today, but it is far from ideal in practice. We can still find teachers apply old fashion method in teaching. This situation can make the students learning outcomes still far from satisfaction. Meanwhile, new curriculum (*kurikulum merdeka*) in Indonesia required teachers to be creative in teaching practice. Dealing with these conditions, this study wants to discuss the teacher creativity when teaching English in the classroom.

Teachers' Creativity
Definition of Teachers' Creativity

Creativity is one thing that must be considered by a teacher. It means that a teacher must be creative in conveying material, providing knowledge, developing strategies in teaching, using media, and applying knowledge methodology in teaching and assessing learning outcomes. Creativity will lead a teacher to become more interesting while teaching, and make the class enjoyable (Henriksen et al.,2021)

Creativity is also related to critical thinking in which a teacher who thinks critically will be able to produce more creative and relevant ideas. Critical thinking allows a teacher to evaluate new ideas obtained, select, and modify them to make the teacher more creative. Henriksen et al., (2021) proposes that critical thinking is a disciplinary process that actively and skillfully conceptualizes, applies, analyzes, synthesizes, and evaluates information gathered from, or by, observation, experience, reflection, reasoning, or communication as guidelines for beliefs and actions. The term creativity is also interpreted as the implementation of valuable ideas to achieve an effective teaching and learning process (Khodabakhshzadeh et al., 2018). The success of a

teacher in the classroom depends on the brilliant ideas that implemented during the class.

Moreover, developing creativity in learning will be more easily achieved. Creativity is usually associated with an invention that produces something new by using something that already exists. Creativity has received official recognition as a primary goal in schools. Based on the existing curriculum, students are also required to be creative, critical, and innovative to equip them for future life. Therefore, it needs a creative teacher to make it happen. According to Pentury et al (2017), teacher creativity is the ability of a teacher who is able to foster, educate and develop the potential and creativity of students through a creative learning process. Teachers are required to be creative role models by providing inspiration and motivation in creating a classroom atmosphere, materials, methods and creative learning techniques for progress and student development. Also, teachers in the 21st century are required to be creative in utilizing the development of science and technology and integrating them in learning process.

Therefore, being a teacher must have knowledge of several things related to the teaching and learning process and student characteristics. In addition, teachers must also provide convenience and comfort during the teaching and learning process, such as creating a pleasant learning atmosphere, so that the learning process can run effectively.

Dealing with the explanation above, the role of a creative teacher is needed. In the 21st century, we live in a very sophisticated and modern era. Where most of our students are addicted to this modern technology. So as a teacher, we must also be able to keep up with the times, we must be able to utilize and develop our creative ideas by using technology. So that when we teach in class, our students are not easily bored, enthusiastic in learning, and more motivated and interested in listening to the material we teach.

Teacher Creativity in Teaching

There are several teacher creativities in teaching. First, designing and preparing teaching materials/lesson materials. The design or preparation of teaching materials/learning materials have function as a provider of direction for the implementation of learning, so that the learning process can be well directed and effective. Newbill and Baum (2012) explain that the teachers must work hard to design and develop material to support the learning process. Hence, the learning process for students can be good in the designing and preparing the teaching materials.

Second, Classroom management which aims to direct students to act and behave in accordance with activities in the learning process. A set of strategies and skills enables a teacher to effectively manage students to create a positive learning environment for all students (Mirzaee & Rahimi, 2017). Teachers can effectively design varied classroom management to avoid a monotonous, one-way and dry learning process.

The next point is the use of time. Time is an important thing when designing and preparing teaching materials/subject matter in doing it. Teachers must have the ability to teach using appropriate learning and still pay attention to the material, time, and skills of students in the classroom and can use the available learning time as efficiently as possible in accordance with the existing learning objectives.

Fourth, using learning methods. To develop methods in learning, a teacher must be able to develop his own strategy, namely the teacher must be able to understand the nature, goals, motivations, and interesting teaching methods to use (Hang & Van, 2020). Because of that reason, it is necessary to use varied learning methods so that children do not feel bored.

Fifth, using of learning media. Media is an assistance tool used in the learning process that teaches reality that cannot be denied. All teachers hope it will help the teacher's work in delivering lessons from the materials that have been used. The use of media in the learning process can make it easier for a teacher to convey teaching. Therefore, to make studies that are more active, creative, effective, and fun, teachers are needed more creative and innovative in designing and using learning media, especially in using digital media for teaching.

Last, evaluation development. To measure and find out the learning outcomes that have been achieved by students, teachers need to develop evaluation tools effective. Evaluation is a basic academic process that can strengthen or weaken an innovation (Hosseini, 2014).

Teacher Creativity in Managing Classroom

Most English teachers should be able to manage and control their teaching in the classroom. They must know how students are placed in appropriate places. In addition, they must be aware of how to communicate with students and how to deliver lessons. They must also be able to recognize students' strengths and weaknesses. To have the ability, creativity can be an effective factor. Creative teachers can produce something useful and new and can present their ideas appropriately in class.

Amabile (1997) introduces a theory related to creative teachers. He developed an instrument called KEY: Assessing the Climate for Creativity. It consists of eight scales that discuss and is equipped with two scales that assess creativity in work. Six of the eight environmental scales focus on factors that are positively related to creative work outcomes, namely freedom, positive challenge, supervisory support, group support, adequate resources, and organizational support. While the two scales focus on creative barriers, organizational barriers and excessive workload support. Therefore, the researcher chose this theory because this theory can measure the extent of the teacher's creativity in managing the class. On the six scales used, the first scale is freedom. Freedom can be interpreted as the ability of a student to choose how they achieve the goals set for them. This freedom discusses the ability to suggest, the ability to choose, and the ability to explain.

The second scale is a positive challenge. In this positive challenge, there are two themes, namely multiple solution tasks and novel tasks. These positive challenges address multiple tasks with different solutions, different ideas, and different suggestions, and these novel tasks with novel/new task, novel/new ideas, and novel/new suggestions. It is meant that the teacher gives assignments to students according to the talents, knowledge and interests of their students, for example in the case of assignments related to pronunciation, students can choose to use storytelling, drama, or singing methods.

The third scale is supervisory encouragement; in this supervisory encouragement there are four themes which include motivation, emotions, recognition of students' effort and feedback from the teacher. This supervisory encouragement discusses how a teacher expresses motivation, emotions, how the teacher recognizes effort, students know feedback, and students take advantage of feedback. In this supervisory encouragement, the teacher provides supervisory encouragement by activating a learning environment that is free from fear and stress. Progress in this learning environment is recognized by feedback.

The fourth scale is to group support. In group support, there are three themes which include self-critique, critiquing by peers, and negotiation. In group support, teachers encourage the collaborative generation and exchange of new ideas and the diverse thinking styles of group members. Then, sufficient resources become the fifth scale. In sufficient resources, there are two themes which include sufficient time and appropriate tools. This sufficient resource discusses sufficient time to carry out tasks, sufficient time to solve problems, sufficient time to study, suitable tools for developing ideas, suitable tools for creating assignments, and suitable tools for solving problems.

The last scale is organizational support. In this organizational support, there are two themes which include strategies and risk taking. Organizational support discusses problem-solving strategies, learning strategies, risks of open problems, and risks of freely giving student responsibility.

In conclusion, if teachers apply some of the strategies above, they will not only be able to manage the class successfully but they will also master the class creatively. A creative teacher will lead into successful students.

METHOD

The researchers decided to combine qualitative research with a descriptive research design in the present study. Descriptive qualitative research aims to answer questions related to developing an understanding of the meaning and experience of human and social life. In this study, the researchers selected participants who are considered to have a lot of information, wisdom, perspective, and experience related to the topic of this research. This research used purposive sampling to select participants who were believed to be sufficient to provide maximum insight and understanding about what they experienced. So, the researchers observed the English teacher of SMPN 12 Tebo as a participant. There is one teacher who fulfills the characteristics of a creative

teacher, such as video, PowerPoint, and various existing media. It means the researcher chose one teacher to be a participant in this study.

Instrument

To examine the creativity of teachers in classroom management at SMPN 12 Tebo, researcher needs the instrument. An instrument is a tool used to facilitate researcher in collecting data. The researcher used interviews as an instrument in this study.

Procedures

The data collection technique used in this research is an interview. In this study, the researcher used semi-structured interviews. The semi-structured interview method has proven to be effective in enabling a reciprocal relationship between the interviewer and the interviewee. In semi-structured interviews, the interviewer could improvise and follow-up questions based on the interviewees' answers. In this research, a smartphone was used to record the interviewee's responses. The interview was conducted on Tuesday, October 25 2022. The interview was conducted only once in the school environment, outside the classroom to be exact and it was conducted for 23 minutes 19 seconds. Because there were some incomplete answers from the informants, the researcher continued the interview using the WhatsApp application.

Data analysis

Deductive reasoning was used to analyze the interview transcripts. Deductive reasoning is used to produce a concept (Daher, 2022). Deductive reasoning is drawing conclusions based on agreed rules starting from things that are general to things that are specific. Generally deductive reasoning draws conclusions logically based on assumptions, thoughts, and conclusions that are considered correct.

RESULTS AND DISCUSSION

To answer the research questions, this study used the concept of creativity teacher from Amabille (1997). They are freedom, positive challenge, supervisory encouragement, group support, sufficient resources, and organizational support.

  1. *Freedom*

The first indicator is freedom. The freedom is divided into three sub indicators, namely ability to suggest, ability to choose, and ability to explain. In the first sub indicator, ability to suggest and choose, it is found that teacher gave freedom to students to choose learning strategies according to students' interests, talents, and characteristics. According to Tarigan (1993), strategies are procedures used in learning, thinking and others that act as a way to achieve goals. Moreover, in this independent curriculum, students are facilitated to choose learning strategies according to the interests, talents and nature of students. Where students are more familiar with audio, visual or practical methods.

For the sub-indicators ability to explain, the interview results showed that the teacher gave freedom to students to explain the material in front of the class. They were

free to present their work in front of the class, and in this independent curriculum all students are given the freedom to choose according to their talents. If students like writing, they are given the freedom to explain their project in written form, such as making a summary of the material to be learned during the lesson, and later must be read or explained in front of the class.

2. *Positive challenge*

The second indicator is positive challenge. The positive challenge is divided into two sub indicators, namely multiple solution tasks and novel tasks. In the first sub indicator, multiple solution tasks, it is found that teacher did not give and arrange student assignments differently based on students' talents, knowledge, and interests. The teacher did not give different assignments, except for assignments during remedial and enrichment classes. Cases like these are called differentiation learning. Because differentiation learning must have an initial assessment first, and for now the initial assessment has not been carried out optimally because there are some things that the English teacher cannot explain. Therefore, differentiation learning has not been carried out.

For the sub-indicators that is novel tasks, the results showed that the teacher gave a newer or different trigger question from the previous one. It can be found that the teacher was gave a trigger question for the material. For example, when starting a learning activity, the English teacher usually gave a newer or different starter question from the previous one. So that, students got knowledge or something new from the question, namely in telling time.

3. *Supervisory encouragement*

The third indicator is supervisory encouragement. The supervisory encouragement is divided into four sub indicator, namely motivation, emotions, recognition of students' effort, and feedback from the teacher. In the first sub indicator, motivation, the results indicated that teacher provide motivation to students such as providing videos or films. It can be said that the teacher motivated students. Sometimes there are students who had lack confidence to speak English, and the teacher wanted to motivate them to be more active in learning, such as giving students videos or films in English, after that students are given motivation such as staying enthusiastic about learning English and if you want to be fluent in pronouncing sentences in English like those videos or films, you must be diligent in practicing pronunciation and often read books in English to increase your vocabulary. Motivation is very important, because motivation is a driving force that transforms energy in a person into a real form of activity to achieve a goal (Arianti, 2018).

For sub-indicators, emotions and recognition of students' efforts, the results of interview analysis indicated that teacher also provoked their positive emotions in scrambling to provide answers. The teacher gave out stars or small prizes to groups that are more creative in completing their assignments. From the interview, the teachers

mentioned that students are divided into groups, after that the English teacher gives trigger questions like *"siapa yang tahu apa saja macam-macam teks dalam bahasa inggris?"*. Later, each group competed to explain, and then, if there is one group that succeed in explaining creatively and even accompanied by examples, the group would get a star or a small prize to increase their enthusiasm for learning. Even though, sometimes the group made mistakes in explaining, the English teacher still acknowledged or appreciated the student's efforts.

For the sub-indicators feedback from the teacher, researchers found that teacher also provided feedback to build creative explanations. The teacher explained that feedback was given in addition to building creative explanations as well as knowing or completing answers or explanations about a learning material. From the interview, when learning "tenses", as an English teacher, she must provide additional feedback or explanations for this subject, because she is afraid that there will still be many students who do not understand this subject, because this "tenses" subject is difficult for them because there are several formulas.

4. *Group support*

The fourth indicator is group support. The group support is divided into three sub indicator, namely self-critique, critiquing by peers, and negotiation. In the group support, the researchers found that the teacher divided students into groups. The teacher   gives students the task of helping all students get used to working in collaboration so as to foster the character of sharing or mutual cooperation. Such as when learning various texts in English, students will be divided into several groups and will explain according to their own section.

In the sub indicator self-critique, the researchers found that the teacher did not criticize each student. The teacher explained that during the discussion process, the teacher only saw and observed students in the learning process; giving criticism or input was usually done during feedback after students presented their work in front of the class. Such as in the case of delivering the "procedure text" material, the group lacks the use of media, so as English teachers we must provide input for the delivery of the next material, we must use the media so that it is easier for our friends to understand the material.

For the sub-indicators critiquing by peers, the researcher found that the teacher did not give other groups the opportunity to provide input or criticism during discussions. The teacher does not allow critiquing by peers during the discussion process, but only during feedback, giving other groups the opportunity to provide input or criticize the learning outcomes at that time. From the data, during group discussions about various texts, each group is given the opportunity to provide criticism, such as, when one group gives an example of a text that is being explained unclearly, then each group is given the opportunity to provide criticism so that other groups can understand where it is weakness.

For sub-indicators negotiation, the results interview showed that teacher provide opportunities to negotiate with each other. The teacher explained that if there were one or two groups that did not understand the learning material at that time, as an English teacher, I would give the other groups the opportunity to explain the material again. From the data, if some of them do not understand what "narrative text" is, they are given the time or opportunity to ask permission or negotiate with the group to explain the material again.

5. ***Sufficient resources***

The fifth indicator is sufficient resources. The sufficient resources is divided into two sub indicator, namely sufficient time and appropriate tools. In the first sub indicator, sufficient time, the researchers found that the teacher gave a deadline for completing assignments. All students were given a time limit for completing assignments. They were encouraged to think quickly in carrying out their duties so that the learning objectives were achieved at that time, such as assignments in expressing time, they must be given a time limit for completing their assignments, so that they can think quickly and the learning objectives at that time can be achieved.

The second sub-indicators is appropriate tools. The interview results showed that the teacher used media that was appropriate to the material when teaching. The teacher used learning media according to the material because to become a teacher, one is required to be creative in conveying material, using media, and applying scientific methodologies in teaching (Henriksen et al., 2021). In learning to tell the time, namely in the material "time" the English teacher used appropriate media such as wall clocks to make it easier to understand the material presented by the English teacher.

6. ***Organizational support***

The sixth indicator is organizational support. The organizational support is divided into two sub indicators, namely strategies and risk taking. In the first sub indicator, strategies, it found that teacher used appropriate learning methods or media. The teacher used appropriate learning methods or media to encourage students to be more enthusiastic about thinking creatively. From the interview, teachers told that when teaching "describing", as an English teacher there, the researcher invited all students to study outdoors, to be precise, in the school yard and also instructed students to look and observe around the environment then instructed them to describe what is being or seen outside the room.

The second sub-indicators is risk taking. The interview results showed that teacher also come up with more creative ideas to foster student creativity. The teacher explained that to come up with more creative ideas, students come up with accurate and wrong explanations, both of which are interesting and can be developed into more interesting and also creative ideas. As in group discussions, each student must present in English, even though the teacher knows that the student has minimal vocabulary, so that can make students think if he does not know the English sentence, it would be explained

or he must use another method so that his friends understand what he conveyed, such as using gestures, although sometimes the student was wrong in terms of delivery.

After presenting the data analysis above, the results revealed that the English teacher in SMPN 12 Tebo is creative in the classroom and has implemented a pleasant learning atmosphere in the teaching and learning process. Teachers' creativity is useful for stimulating positive changes in pedagogical practice and can turn the classroom into an active and more enthusiastic learning class. A teacher who has unlimited creativity can find a variety of creative learning methods in the classroom, so that all students can enjoy learning comfortably and acquire new vocabulary in learning English.

The findings above are correlated with the concept of teacher creativity proposed by some experts. Teacher creativity is the ability of a teacher who is able to foster, educate and develop the potential and creativity of students through a creative learning process (Pentury et al., 2017). According to Mirzaee & Rahimi (2017) in their previous research they found that teachers should continue to try using new methods to increase their creativity rather than limiting themselves to traditional learning methods which are used as the only way to develop their learning in the classroom. Furthermore, the educational process in the classroom and to develop students' creativity, teachers are required to demonstrate their creative abilities. In the current study, teachers were asked to rank the importance of five educational objects, including creativity, which was ranked as the most important educational objective. This finding is in line with the expectation that educational goals are important for 21st century education and reinforces the notion that creativity has become an educational imperative.

CONCLUSION

This research is about the analysis of English teacher creativity in teaching in the classroom setting. This study aims to see how the creativity of teachers in managing the class in increasing student creativity. In this study, English teachers at SMPN 12 Tebo regency apply various classroom management components that was adopted from the assessment model of Amabile (1997), which consists of six management components namely freedom, positive challenge, supervisory encouragement, group support, sufficient resources, and organizational support. The English teachers are creative and have capability implemented a pleasant learning atmosphere in the teaching and learning process. Creative teachers can produce something useful and new and can present their ideas appropriately in class. This study suggests that English teachers should be creative to foster students' creativity in the classroom environment.

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