

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

The Covid-19 pandemic in Indonesia, especially in Medan, can be said that the Covid-19 pandemic is a heartbreaking problem for all in habitats of the earth. All human daily activities on earth are hampered, without exception of education. almost all countries decided to close educational facilities, including Indonesia.

This crisis came suddenly, governments in any part of the world including Indonesia must take a bitter decision, namely to close schools to reduce direct contact with people and to save lives. The Covid-19 pandemic has a very big impact, especially at SMP and SMA HKBP Sidorame Medan which was closed around in mid-March.

The big impact on the sustainability of education caused by the Covid-19 pandemic is the short-term impact, which is felt by many families in Indonesia, both in cities and in villages. In Indonesia, many families are not familiar with doing school at home. School at home for families in Indonesia is a big surprise especially for the productivity of parents who are usually busy with work outside the home.

Likewise with the psychological problems of the scholars who are acquainted with learning face to face with their teachers and friends. and every one element of education in social life are exposed to illness because of Covid-19. Implementation of learning and teaching must happen online. This process runs on a scale that has never been measured and tested because it's never happened

before. It's not overlooked that the youngsters of scholars in remote villages become completely confused, because the knowledge technology infrastructure is incredibly limited.

One of the contributing factors for the creation of an honest education is that the curriculum. The curriculum may be a basic thought or idea and as reference material want to form decent and useful learning, consistent with UU No. 20 of 2003 "curriculum could be a set of plans and regulations regarding the aim, content, and teaching materials and methods want to guide the educational event organizers to attain the goal of national education. the curriculum is additionally seen as an idea drawn to expedite the educational process under the supervision and responsibility of the varsity or establishment similarly as teaching staff. If a college contains a good curriculum, the academic process is within the running by what's desired.

Curriculum 2013 is extremely instrumental within the achievement of student learning achievement, in keeping with (Mulyasa, 2014:56), curriculum 2013 which carries the theme of manufacturing productive, innovative, and effective people (character), which through strengthening attitudes, skills, and knowledge in an integration". Therefore, it's necessary to vary the mindset of teachers, especially within the learning process and assessment of learning, which must be oriented to students. Teachers as owners and givers of data, and students as recipients of information, this activity is commonly called teaching or teaching and learning process that's now become learning, by the shifting paradigm. per Mulyasa (2014:56), teachers should be creative to style various learning innovations which will develop students' creativity. Student assessments have also

turned online and lots of have experimented with a random system, and plenty of assessments are canceled. The educational system by integrating an online reference to the teaching and learning process is understood because of the online learning system or virtual learning system (Bentley, Selassie, & Shegunshi, 2012:78). Online learning remains considered as a possibility through or a brand new paradigm in teaching and learning activities are within the process of teaching and learning activities because teachers and students don't have to attend classrooms.

They only depend upon a web connection to hold out the process of learning activities and therefore the process will be done from far the way. due to the benefit and practicality of the virtual or online learning system, it's no wonder that several institutions use online lectures. Thus online learning is done from wherever teachers and students are. But the question is whether or not learning activities in online learning have identical nuances or a minimum of are near learning activities in face-to-face learning.

There are several problems faced in online learning; teaching materials, learning interactions, and therefore the learning environment (Fortune, Spielman, & Pangelinan, 2011:1-16) and (Roberts & McInnerney, 2007:23). Learning interactions also play a crucial role within the teaching-learning process. (Su, Bonk, Magjuka, Liu, & Lee, 2005:1-19) explains that it's a very important role within the learning process to create good relationships between students and between students and teachers.

Based on this explanation, it's known that learning interactions are important to be inbuilt in the training process. But the question is whether or not

learning interactions are in-built online learning to support learning activities? For instance, in face-to-face learning, if a student doesn't understand something in learning, she/he can directly ask other students about it and to the teacher and she/he will immediately get proof from them. Then students and teachers who explain can ask directly "do you understand?" if not, then the explaining students and teachers can ask again "which part don't understand?", the educational interaction process must be maintained in helping students within the learning process.

The learning process in schools is that the best public policy tool as a shot to extend knowledge and skills. Additionally, many students think that college could be a very fun activity, they will interact with one another. Schools can increase the social skills and class awareness of scholars. Overall, the college may be a medium of interaction between students and teachers to enhance intelligence skills and a way of affection between them. However, now the activity called school stopped suddenly thanks to the Covid-19 pandemic.

In the learning process, teachers as teachers similarly as educators play an outsized role and responsibility to assist improve student success influenced by the standard of teaching and internal factors of scholars themselves. With the creativity of teachers within the teaching and learning process, students are expected to attain optimal learning outcomes.

The creativity of teachers teaching here is that the ability of teachers in teaching to make a cushy and calm learning atmosphere by creating new ideas which will make students feel challenged in learning, increase students' learning interests and curiosities. The event of creativity may be done through the method

of discovery/inquiry and meaningful learning, and can't be done only with educational learning activities.

Because the essence of creativity is that the development of out-of-the-box thinking skills and not cerebration. intellection is that the process of thinking of seeing an issue from various points of view or parsing down an issue over some possible solution.

For the event such of abilities, teachers have to create teaching-learning situations that provide many opportunities for college kids to unravel problems, conduct some experiments, develop their ideas or concepts. Such situations demand a more democratic, open, friendly, and trusting attitude to students. This Creativity is so important in the covid-19 pandemic learning process.

The similarity of true between Indonesia and other countries within the world must be addressed with care. The Ministry of Education, under the leadership of Minister NadiemMakarim, said the spirit of skyrocketing productivity for college students was to extend job opportunities once they graduated from college. However, with the sudden arrival of the Covid-19 pandemic, the education sector in Indonesia has to follow the trail if it can help school conditions in an emergency. Schools must force themselves to use online methods. However, the employment of technology isn't delicately, there are many sorts of problems that hinder the effectiveness of learning with online methods.

Firstly, the condition of teachers in Indonesia doesn't fully understand the employment of technology, this may be seen from teachers who were born within the 1980s. Information technology constraints limit their use of online media. Likewise with students whose conditions are almost identical because of the

teachers who are meant by understanding the utilization of technology. Second, technology support devices are expensive. Many parts of Indonesia are still in an alarming economic condition. The welfare of teachers and students has prevented them from being completely limited in enjoying the information technology facilities and infrastructure that is very much needed by the Covid-19 disaster. Third, the internet network is still uneven in all corners of the country. Not all educational institutions, both elementary, junior high school, and senior high school, can enjoy the internet.

Even if there is an internet network the condition is still unable to cover online media. Fourth, costs are also an obstacle because aspects of the welfare of teachers and students are still far from expectations. When they use their internet quota to meet their online media needs, they obviously can't afford it. There is a dilemma in the use of online media when the minister of education encourages productivity to move forward, but on the other hand, the financial skills and abilities of teachers and students have not gone in the same direction. The state has not been able to be present in its entirety in facilitating the said financial needs. This research will use the theory of (Guntur Talajan, 2012:32), teachers' creativity can be directed in two components in classroom learning they are, Creativity in classroom management and Creativity in the utilization of learning media.

Based on the explanation above, this research aims to analyze how is teachers' creativity in the covid-19 pandemic learning process. So in this thesis, the researcher wants to study further by researching with the title **“An Analysis of the Teachers’ Creativity in Covid-19 Pandemic Learning process at SMP and**

## **SMA HKBP Sidorame Medan”**

### **1.2 The Problems of the Study**

In line with the background of the study above, the research problem is formulated as follows:

1. “What are the Teachers’ Creativity in Covid-19 Pandemic Learning Process at SMP and SMA HKBP Sidorame Medan?”
2. "What extent do creativity help the teachers in Covid-19 Pandemic Learning Process at SMP and SMA HKBP Sidorame Medan?”

### **1.3 The Objectives of the Study**

The objectives of the study are aimed:

1. To know the Teachers’ Creativity in Covid-19 Pandemic Learning Process at SMP and SMA HKBP Sidorame Medan.
2. To know the extent to the creativity helps the Teachers' in the covid-19 pandemic Learning Process at SMP and SMA HKBP Sidorame Medan.

### **1.4 The Scope of the Study**

In this research, the researcher focuses on the teachers' creativity in the Covid-19 Pandemic Learning process at SMP and SMA HKBP Sidorame Medan in the Academic Year 2020/2021. The subjects of this study are English teachers who taught in the middle of the COVID-19 pandemic. The characteristics of creativity are flexibility, a sense of intense curiosity, a positive attitude, strong motivation and determination, fearlessness. In this research the writer use theory by Talajan (2012:32) to analyze the components of creativity in classroom learning there are classroom management and utilization of learning media.

## 1.5 The Significances of the Study

The finding of the study is expected to be useful for:

1. Theoretically, Benefit This research will give good information related to the teachers' creativity in the covid-19 pandemic through an online class. So, this research becomes helpful information and a useful reference for the next study.

2. Practical Benefit

1. For the EnglishTeacher

The writer hopes that the result of this study will be useful for the other teacher in applying creativity Creating innovative, creative, and learning fun so that it can attract students' attention and help address the distance learning problem that is being faced during this pandemic. This research is expected to improve teacher creativity in overcoming obstacles in the distance learning process far.

2. For the Students

The writer hopes that students will get enjoyment in the teaching and learning process. Provides knowledge to students that the teacher teaches from a long-distance requires the right method and media.

3. For the Researchers

For the next research, Adding, experience, and insight into how to teach in schools in delivering distance learning or online. How to use methods and media right the online learning process.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Creativity**

##### **2.1.1 The definition of Creativity**

Creativity is a cluster of skills that are needed to supply ideas that are both original and valuable (Sternberg, 2001:360-362), and Teaching Creatively has been defined as 'teachers using imaginative approaches to create learning more interesting, exciting and effective' National Association for Community College (NACCCE), 1999. Teaching creatively needs both the 'right' set of skills and ways. A way to show more creativity is to see teaching as a problem-solving activity and to adopt a growth mindset (as defined by Dweck, 2007:50). But can teachers learn to develop our creativity? The great news is that the so-called everyday sort of creativity can indeed be developed.

As defined by the English language Dictionary that creativity means the flexibility to create". Howell (2008:36-48) also explained that creativity means a process to create a connection and to provide something new. While Gregerson et al (2013:90), stated that "creativity is described as something new, novel and unique" which is connected with "imagination, playfulness and originality, the creation of something original" (Byrge& Hansen, 2008:9). A fresh developed quality in teaching is important to be connected to the utilization of creativity which should be understood about collaborative knowledge" in the language classroom and concern to all or any activities still. In other words, creativity can be defined because of the unbounded collaboration of data in thinking and doing" through activities within which knowledge is described as information, expertise,

sources or actions "(Byrge& Hansen, 2008:9).

Creativity is referenced to the various processes of thought and skill, summarized by Ryhammer & Brolin (1999:259-273) as cited in Craft (2001:45-61), that included in: "Thinking in opposites, analogies and metaphors, intuition, inspiration, intelligence, various processes of representation, specific perception processes, problem finding, and problem-solving". it's guaranteed to encourage creativity for both teachers and students. The primary thanks to starting are that by enhancing teacher creativity which is followed by teaching creatively.

The teacher is to show by motivating students to possess their creativity in learning. The teacher can take many varieties of language tendencies by responding openly to questions and answers communicatively, enhancing intrinsic motivation, or using various techniques demonstrated to reinforce students' creativity (Gregerson et al, 2013:90).

Creativity intensely affects students' achievement level because the modern pedagogy method now gets on supporting language tasks and curriculum development which is in a position to unlock anything associated with learners' creativity. The supported pedagogy methods are communicative pedagogy, interaction-based, and plenty of others. They're properly worked to nourish the ability and behavior of the learners.

It is also no less significant to facilitate and help learners overcome any difficulties in the acquisition, besides, creative intelligence within the part of both teacher and students experience are expected to able to bring a lot of development in language teaching and learning process (Richards, 2013:68). Richards (2013:68) also had given enough explanation to describe creativity as follows:

Creativity is usually described as having many different dimensions: first, the ability to solve problems in original and valuable ways that are relevant to goals; teacher and students experience are expected to be able to bring a lot of development in language teaching and learning process (Richards, 2013:68).

Richards (2013:68) also had given enough explanation to describe creativity as follows: Creativity is usually described as having many different dimensions: first, the ability to solve problems in original and valuable ways that are relevant to goals; second, seeing new meanings and relationships in things and making connections; third, having original and imaginative thoughts and ideas about something; forth using the imagination and experience to create new learning possibilities.

When creativity is merely holding to deal with a product, then it could be in the kind of students' " test result or students" writing. On the contrary, when it to the ability to get on the learning process of students, the focus might be wider to the field of the students" thinking and behavior to produce something new which is called as creative (Jones, 2012 cited in Richards,2013).

Creativity is a necessary prerequisite for success or an over-rated concept that cannot learn The debate rages on. However, in my work as an academic and in community-building, I have been fortunate enough to work with students and community activists who are truly gifted in terms of creativity (Dr. Robert Muller,2018:23-26).

## **2.2 Characteristics of Creativity**

According to Dr. Robert Muller, There are five characteristics of Creativity:

1. Flexibility

This is a key characteristic because it involves a mindset that means that there could also be quite one answer or solution to any particular issue or problem. Flexible thinkers aren't hemmed in by being over-focused.

## 2. A sense of intense curiosity

Creative thinkers are fascinated with the globe around them. They ask plenty of questions and tend to develop an intense focus that takes them into almost a reverie as they struggle to find how something works, or the detail of an attractive structure, or anything they set their mind on.

## 3. Positive attitude

A positive attitude is crucial for thinking creatively because it is that this positivity that spurs the mind on to hunt detail, wonder, and, indeed, solutions. This is often linked strongly to my time about intense curiosity. An individual who thinks negatively tends to dam out possibilities, and not have a look at the globe around them with such detailed wonder.

## 4. Strong motivation and determination

This is where the labor of creativity comes in. So, we will all have creative thoughts but what use is creativity if it doesn't show itself to the planet in an act of construction or creation? From creating software solutions for major problems to making social capital through community building, or painting a piece of art, creativity requires follow-through which will only come from strong motivation and determination. Without this, creative ideas will only reside within the mind of the individual without having the chance to influence society and/or the community.

## 5. Fearlessness

This is an interesting character because highly creative people tend to believe in the value of the ideas they come up with. Remember, they are also flexible, so they are willing to change; however, they do not seem to be worried about whether their idea is right or wrong because they believe that their idea brings value to the field in which it resides, even if it may later be debunked.

Whether you work in the real of the arts, or business, or community capacity building, it is important to recognize the creative people in your team, but also to cultivate these characteristics, because creativity can be learned.

### **2.3 Teachers' Creativity**

Teachers' creativity is the ability potential to create something new, like an idea, solution problem new appearance, or new method activity than creating something that was not done by someone or existence a tendency to creating something new to provide a certain amount of knowledge.

According to (Guntur Talajan, 2012:32), teachers' creativity can be directed in two components in classroom learning.

#### 1) Creativity in classroom management

Classroom management is activity teachers for manage classroom to dynamist, organizing existing resources, and planning good learning activities done in the classroom. In the case the teachers' creativity of classroom management to direct :

1. To help learners in order class learn related collaborative and cooperative.

2. Creating a conducive academic environment in the learning process.

2) Creativity in utilization learning media

Learning media is a tool that can be supported in the learning process. The function of media is the help learners understand taught to an abstract concept, Increase motivation to learners in the learning process, reduce misunderstanding, Increase motivation to teachers for skill development. In the contact as a teacher in media that:

1. Reduce things to abstract in a lesson.
2. To help students for the integration of learning materials in the situation.

Teaching needs creativity that is performed in any kind of variety through enjoyable activities. A creative outcome does not carry out any contribution to the students instantly, yet it needs considerable scopes given so that students have spaces for their creative thinking. Creative teaching is practically useful for developing students' creative skills as well in which teacher is functionally meant for encouraging students' level to explore their skills, abilities, and knowledge.

In this case, the teacher should realize more for what they are assigned because the real educator is not only to transmit or to share knowledge but he is demanded to be creative and innovative. Indeed, creative teaching needs a lot of practice to be acquired and it takes enough time. It includes three steps of teaching creatively as indicated by Copley (cited in Baghaei and Riasati, 2003), those are: "The first step is to understand the nature of creativity; the second step is to practice your creativity; the third step is to use teaching strategies that nurture creativity in your students".

Still, Baghaei and Riasati (2013:1576-1580) stated that creative teacher

would be more potential to succeed in learners' future lives and careers if he masters his subject area of creative teaching because learners need more knowledge they receive. In consequence, the effective teaching strategies used by the teachers would be more on student-centered activities, a connection between teaching contents and real-life, management of skills in class, open-ended questions, encouragement of creative thinking, and use of technology and multimedia. All activities are connected to life experience and a basis for the development of creative thinking within language teaching (Baghaei and Riasati, 2003:105).

Teaching creatively is dissimilar to teaching to nurture creativity. Based on Morris (2011:371-395), creative teaching in which the teacher is creative, is defined in two meanings, those are teaching creatively and teaching for creativity. Teaching creatively is when the teacher uses an approach imaginatively to make the process of teaching and learning more meaningful, effective, motivating, interesting, exciting, and engaging. While teaching for creativity is everything related to the teachers' effort to stimulate creative thinking skill and behavior of the learners.

Accordingly, teaching creativity is included in creative teaching. Both teaching with creativity and for creativity is kind of good teaching, as Morris (2011:234) said that those are included in: "high motivation, high expectations, the ability to communicate and listen and the ability to interest, engage and inspire". All of those need a long process, moreover to evaluate it. Richards (2013) described several different dimensions of how teachers conduct creative English teaching in the classroom:

1. Using the eclectic choice of methods

The method used by the teacher is not merely chosen randomly but according to students' needs. He employs many kinds of techniques and activities to support students' learning. The combination of styles and methods is also importantly affected.

2. Using activities that have creative dimensions

Teaching creatively must be supported by the dimension of creative tasks, including "open-ended problem solving, to be adapted to the abilities of the participants, and to be carried out under constraints". There are some features to identify the productive language learning task:

1. Challenge: the materials cover assignments to solve the problem, discover something, overcome obstacle, and find information.
2. Interesting content: the topic must be able to increase students' interest, such as it can be found on the internet.
3. The personal element: the activities should be able to make connections between learners' lives and concerns.
4. The novelty element: the activities could be something new, different from before, or something unexpected.
5. The intriguing element: the task is concerned to stimulate curiosity which can be ambiguous, problematic, paradoxical, controversial, or contradictory.
6. Individual choice: students are given choices during the completion of the tasks. They can choose their group or the topic they want to discuss.
7. Tasks that encourage risk-taking: Teachers could give any kind of reward for students' effort so that they are a pleasure to engage in activities without

feeling hard to do or afraid to make mistakes.

8. Tasks that encourage original thought: the activities are included in the original responses of students in which encourages their learning to be followed up
9. The fantasy element: the activities are about something imaginative so that students can create their fantasy, for example by writing a story from students' experiences.
3. Teaching flexibly and often adjusting and modifying the teaching during lessons

According to Richard (2013), "Flexibility in teaching means being able to switch between different styles and modes of teaching during the lesson, for example, if necessary changing the step of the lesson and, giving more space and time to learners". The creative teacher always has another feature to make the lesson more effective.

He does not only tend to the available lesson plan but has some improvisations which might be more beneficial. He creates a stimulus to invite students' responses and creates learning opportunities which are called by "teachable moments". So, even if the teacher conveys the same material based on the book, again and again, he seems to have a different lesson due to the initiative of improvisation.

4. Looking for new ways of doing things

The creative teacher should master the subject matter of the area himself. He then needs any dimension of routines and procedures to develop the lesson efficiently, effectively, and effortlessly in delivering the

materials. Hence he has a standardized approach which is packed to be a textbook or any type of material. That would be a handy size that "one size fits all" touse.

#### 5. Customizing their lessons

The creative teacher does not only teach without recognizing whom they face. He has a sense of pattern in teaching and is willing to identify what the learners look like and what they need most. The teacher then adapts or customizes the lesson based on the learners' level, need, and interest.

#### 6. Using technology

Technology is one of the teaching media to update the latest information, to seek resources, to deliver the material easily, and still many others. Besides, it purposefully would develop imagination, problem-solving skills, risk-taking behavior, and variant creative thinking of both teacher and students.

#### 7. Seeking creative ways to motivate students

The teacher provides activities that encourage the classroom atmosphere to increase students' motivation. It unconsciously brings students curiosity in such a situation in which they will take part in the deep learning that is more challenging. In this case, learners will be stimulated positively without a feeling of fear. In language classroom teaching, teacher creativity plays a lot of roles in affecting the intensification of teaching method use Teachers then learn show to engage cooperatively and reflectively while devoting themselves to the educational world. As the current educational objective that EFL teachers should be able to develop his performance as well as students"

performance in language learning through the critical practice of creativity (Vasudevan, 2013). In other words, the teacher does not simply become the transmitter of knowledge without letting students experience the process themselves, but creative teachers hopefully can make discoveries and be creative so as the teaching will turn into a process of encouraging students experiences and have students' roles in the creation of knowledge.

Secondly, creative teaching requires confidence. He knows his responsibility to get the students' understanding of what they are learning; Next, the creative teacher is committed to helping learners succeed. He keeps offering his hands, facilitating students' learning, and trying the best for students' achievement. However, the creative teacher is non-conformist. He has a season in teaching and does not only present the whole lessons solely

A creative teacher absolutely could be different from how he becomes in the class. As Morais & Azevedo (2011:309) said that "In the school, context teacher is a source of information, while a creative teacher is the one who encourages reasonable risks and unpredictable situations to reinforcing creative activities". To gain the first stage of quality teaching, the teacher should be capable to use some techniques to provoke students in many aspects, including students' interest, self-esteem, and confidence.

Creative activities could be the solution to language learning difficulties. (Vasudevan, 2013). Richards (2013) describes eight aspects of a creative teacher that depend on his ability in analyzing and evaluating classroom routines, and his thinking level skill in identifying how to respond to students. Those are explained as follows: Firstly, the creative teacher is knowledgeable.

He has a basic knowledge of his subject matter, namely English, teaching English, and learning English. It is reached to support productively imagination and to picture out the lesson creatively. Besides, the creative teacher is familiar with a wide range of strategies and techniques. He has a good ability in modifying and combining the method they believe could be meaningful. Both strategies and techniques he acquired are from his experience in teaching. Every experienced teacher is not always creative, but everyone who can professionally update the teaching and have a solution from every situation is called a creative one. Moreover, the creative teacher is a risk-taker. He has enough nerve to take a risk, to play with experiments and, to be brave of innovation. He directly teaches for students real-life learning and is willing to “rethink or revise” what he has not completed or finished yet.

In addition, the creative teacher seeks to achieve learner-centered lessons. The teacher who does not only give so many speeches but listen more to learners’ talk and rise opportunities for learners to take their responsibilities is the one who applies a learner-centered approach. This approach is strongly recommended to gain successful teaching because learners deal with their experiences in the learning context. Furthermore, the creative teacher is reflective.

Teacher engagement to review and reflect on his practice is critically needed as the way to improve his performance. In this process, the reflective teacher has solid pretension to expand either knowledge or skill he has taken as a field. Learning new things outside the field will rather be a good

connection to handle new ideas steadily in the teaching classroom.

## **2.4 Teacher's Creativity**

Creative teachers are in some ways similar. Richards in his online article mentions that creative teachers possess the following qualities:

- 1) Creative teachers are knowledgeable
- 2) Creativity in teachers requires their possessing confidence
- 3) Creative teachers are committed to helping their learners succeed
- 4) Creative teachers are non-conformists
- 5) Creative teachers are familiar with a variety of strategies and techniques
- 6) Creative teachers are risk-takers
- 7) Creative teachers seek to achieve learner-centered lessons
- 8) Creative teachers are reflective.

## **2.5 Covid-19Pandemic**

Zu et al. (2020) stated that in December 2019, a virus of corona virus 2 (SARS-CoV-2) infection was a severe acute infection that occurred in Wuhan, Hubei Province, China, and spread throughout China and beyond. On Lincoln's Birthday, 2020, WHO officially mentioned the disease caused by the novel corona virus as Corona virus 2019 (COVID-19). Corona virus Disease (COVID-19) may be a new form of the virus that has never been identified in humans. Corona virus may be a zoonosis (can be transmitted between animals or humans) (Directorate General of Disease Prevention and Control, 2020:11).

The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 concerning the Implementation of Education in Emergency Corona virus (Covid-19), one amongst which emphasized that online

learning (distance), was administrated to supply meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for class and graduation. Online/ distance learning is focused on increasing students' understanding of the corona virus and the Covid-19 outbreak. The learning activities and tasks can vary between students according to their interests and conditions, including in terms of gaps in access/learning facilities at home. During the Covid-19 pandemic, all activities were carried out from home, including learning. Thus, activities that caused direct contact to be reduced so that this virus does not develop rapidly. The government also urges everyone to do social distancing to minimize the spread of this virus.

## **2.6 Curriculum**

The curriculum is commonly accustomed talk over with attention of study, consisting of assorted courses that are designed to achieve a specific proficiency or qualification. Within the past, the term "curriculum" signified a course of studies followed by a pupil in a very teaching institution. But today, it's generally defined because of the contract between society, the state, and academic professionals regarding the tutorial activities that learners should undergo during a particular phase of their lives to find out something desirable(Pakistan HEC).

The opposite terms that are commonly used as synonymous to the curriculum are syllabus and course, but curriculum can ask any level of an academic experience, from that of a specific area within a course to the course itself, to a broader program of study that comprises a variety of various course around a selected content area. A curriculum is developed through planning for a bigger program of study and so building a syllabus for courses to manifest the

curriculum design and plan. Kattington (2010:20-23) adds that the first focus of a curriculum is on what's to be taught and when leaving to the teaching profession decisions as to how this should be done.

### **2.6.1 Creativity based on Curriculum**

In education, creativity is one of the important aspects. According to Dr. Ralph J. Hallman, creativity can be taught. Creativity is a form of one's self-wandering (Meta 2010:58). In this case, a creative teacher will bring his students to be creative. Creativity is one of the goals of the 2013 curriculum. Where creative teachers will be able to create creative students.

Based on the Curriculum Document 2013 issued by the Ministry of Education of Indonesia in September 2012, teacher creativity is also necessary for supporting the teaching and learning process. Therefore, the training provided by the government focuses not only on the introduction of the 2013 curriculum but also on training to improve teacher creativity. The 2013 curriculum uses a one-book system for one student. To be able to apply the curriculum in the classroom, teachers must be creative in finding additional information about the curriculum, so that teachers no longer lack information.

One of the goals of the curriculum is to create creative teachers. To be able to support that goal takes power. The power of the curriculum is invisible because it is considered a regulation with a good purpose. Teachers are required to be creative to follow all the rules of the 2013 curriculum. The power of the 2013 curriculum forces teachers to continue to be creative, by one of the objectives of the curriculum. One of them is through the purpose of the curriculum itself. One of the goals of the curriculum is to create creative teachers. And creative teachers

are expected to be able to invite students to be creative as well.

According to Dr. Ralph J. Hallman, creative teachers are not only able to invite students to discuss, but creative teachers are also able to play a variety of learning media at school and at home, which is support for teaching and learning activities. Where creative teachers can lure creative students. This is also in the use of the 2013 curriculum. The use of a new curriculum, to support learning in school. In addition to the discussion, a teacher is also expected to be able to invite students to be sensitive to the surrounding situation. And it also requires creativity. Creativity doesn't just happen in the classroom. While at home, teachers must also be creative in preparing teaching materials for the next day. So for teachers, creativity is not only used in schools but at home.

The goal of the 2013 curriculum is to create creative teachers. This is evident, from an education system that is turning into a thematic. This system, makes teachers have to be more creative in including lesson materials in one theme. In addition, communication between the class teacher and the sports teacher or religious teacher is required. So communication to equalize the theme is indispensable. Good communication will increase the solidarity of teachers. In addition, the students will also be helped.

Creative and innovative teachers are needed, to support the teaching and learning process. Students are invited to enter each subject in one theme. To be able to include a wide variety of subjects in one theme, creativity is required. The 2013 curriculum, as an educational guideline, has rules that teachers must follow. The regulation requires teachers to continue to be creative, to implement the curriculum to the maximum. While the rules in the curriculum are made to meet

one of the objectives of the curriculum, namely, creating a creative society.

Implementation of the new curriculum in 2013 demanding a creative teacher, who can see the changes that always happen. The teacher can put the students as an important component in the learning system in school because he is the subject of the learning process and activities. The creative teacher is not only good at making decisions and dominating class, but how to design a style of teaching that involves students in decision-making to make students active, varied, and creative learning in each session.

In the 2013 curriculum, teachers are no longer bothered with the preparation of the syllabus, teachers only develop from the prepared. Teachers only compile RPP for the development of the textbooks. So that the teacher is more focused on the students. Teachers don't have to sit around in front of a computer to just make a syllabus. The time that should be used to create a syllabus, can be used by teachers to create learning media and design interesting learning methods for students.

Teachers also become creative, innovative, and productive to produce good learners from hard skills and soft skills. Admittedly or not, a lot of homework must be prepared especially for teachers related to the implementation of the 2013 curriculum. The 2013 curriculum emphasizes the modern pedagogic dimension of learning, which is to use a scientific approach. The scientific approach in learning as intended includes observing questioning, associating, experimenting to form networking for all subjects.

Based on the explanation above, Creativity based on the curriculum can invite the students to be active and creative. Creativity in makes something new

that will be able to invite the students to be active in the learning process. The creativity makes a varied lesson plan and varied style of teaching, make a new method of teaching, use technology as a media in teaching, and various sources of learning are needed in the implementation of the 2013 curriculum. The creativity in the curriculum is important in how the teachers teaching in class. So, the variety of creativity is needed by teachers to make students active, varied, and creative learning in each session in the learning process.

## **2.7 Learning Process**

The learning process is a process that people pass through to acquire new knowledge and skills and ultimately influence their attitudes, decisions, and actions. Activities carried out to achieve educational objectives. They are carried out individually, although this takes place in a cultural and social context, in which people combine their new knowledge with their previous cognitive

### **1. Stages of the Learning Process**

Consider experiences you've had with learning something new, such as learning to tie your shoes or drive a car. You probably began by showing interest in the process, and after some struggling, it became second nature. These experiences were all part of the learning process, which can be described in the four stages:

1. Unconscious incompetence: This will likely be the easiest learning stage you don't know what you don't know yet. During this stage, a learner mainly shows interest in something or prepares for learning. For example, if you wanted to learn how to dance, you might watch a video, talk to an instructor, or sign up for a future class. Stage 1 might

not take long.

2. **Conscious incompetence:** This stage can be the most difficult for learners because you begin to register how much you need to learn you know what you don't know. Think about the saying "It's easier said than done." In stage 1 the learner only has to discuss or show interest in a new experience, but in stage 2, he or she begins to apply new skills that contribute to reaching the learning goal. In the dance example above, you would now be learning basic dance steps. Successful completion of this stage relies on practice.
3. **Conscious competence:** You are beginning to master some parts of the learning goal and are feeling some confidence about what you do know. For example, you might now be able to complete basic dance steps with few mistakes and without your instructor reminding you how to do them. Stage 3 requires skill repetition.
4. **Unconscious competence:** This is the final stage in which learners have successfully practiced and repeated the process they learned so many times that they can do it almost without thinking. At this point in your dancing, you might be able to apply your dance skills to a freestyle dance routine that you create yourself. However, to feel you are a "master" of a particular skill by the time you reach stage 4, you still need to practice constantly and reevaluate which stage you are in so you can keep learning. For example, if you now felt confident in basic dance skills and could perform your dance routine, perhaps you'd want to explore other kinds of dance, such as tango or swing.

## 2.8 Previous Study

In the relevant of the study will discuss the result of the researches which wrote observed previously and they are relevant to the research. Those research are:

Muklis Eko Pujianto (2021) “Kreativitas Guru PAI di dalam Proses Pembelajaran di SDIT AL FIRDAUS BanuaAnyar pada Masa PandemiCovid-19”. The purpose of this research describes the teachers' creativity in pandemic covid-19. The findings show that the creativity of Islamic education teachers at SDIT Al Firdaus in using the media during the Covid-19 pandemic, The creativity of PAI SDIT Al Firdaus teachers in using the lecture method through the zoom application during the Covid-19 pandemic and There are supporting factors for teacher creativity. The results of the finding will be used as a reference in discussing teachers' creativity during the Covid-19pandemic

Syafa'at Ariful Huda (2020) “Guru Kreatif di Masa Pandemi Covid-19”. The purpose of this research is to prepare the teachers' creativity in the covid-19 pandemic learning process. The findings show that Creative teachers prepare a learning process that can be applied and become a solution in the Covid-19 era. The learning process in schools online is certainly different from face-to-face. In this case, other factors are needed besides teachers, learning media, learning models, and strategies. The additions are internet tools and networks.The results of the finding will be used as a reference in discussing teachers' creativity during the Covid-19pandemic.

Likawati Doloksaribu (2020) “An Analysis of Teachers' Creativity in Media-Based Learning Grade X at SMK Pencawan”. This study aims to describe the

the creativity of English teachers when SMK Pencawan Medan grade X use learning media. The findings show that the teachers' creativity to teach used google classroom which aims to simplify, distribute, and assess assignments without having to meet face to face so that teachers are lighter in implementing the learning system. The used PowerPoint makes the introduced materials attractive and easy for students to understand. The results of the finding will be used as a reference in discussing teachers' creativity pandemics.

From some previous of the studies above, it can be seen that there is a difference between research conducted by the authors of 3 existing research, research conducted by Mukclis, Syafa'a, and Likawati have different objectives. where Mukclis discusses the analysis of the teachers' creativity in the covid-19 pandemic learning process while Syafa'at discusses the analysis of the preparation of teachers' creativity in the covid-19 pandemic learning process. And the last Likawati, analysis of English teachers' creativity use learning media. In this paper, the research will focus on analyzing the teachers' creativity in the covid-19pandemic.

## **2.9 Conceptual Framework**

Creativity is a cluster of skills that are needed to produce ideas that are both original and valuable (Sternberg, 2001:360-362), and Teaching Creatively has been defined as 'teachers using imaginative approaches to make learning more interesting, exciting and effective' NACCCE, 1999. Teaching creatively requires both the 'right' set of skills and dispositions. One way to teach more creatively is to look at teaching as a problem-solving activity and to adopt a growth mindset (as defined by Dweck, 2006). But can teachers learn to develop our creativity?

The good news is that the so-called everyday type of creativity can indeed be developed.

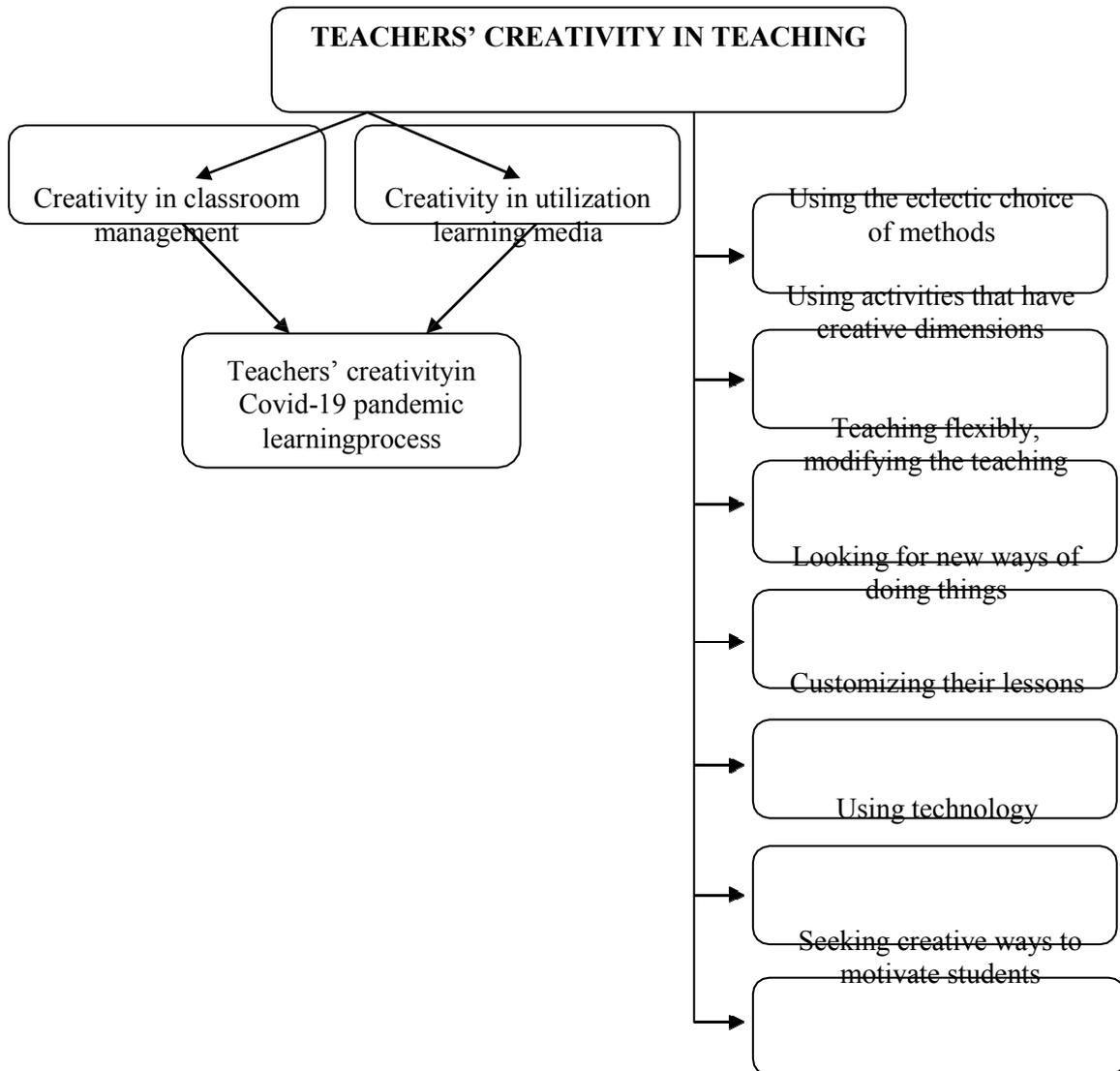
Teachers' creativity is the ability potential to create something new, like an idea, solution problem new appearance, or new method activity than creating something that was not done by someone or existence a tendency to creating something new for providing a certain amount of knowledge.

According to (Guntur Talajan, 2012:32), teachers' creativity can be directed into two components in classroom learning they are, Creativity in classroom management and Creativity in the utilization of learning media. Richards (2013) described several different dimensions of how teachers conduct creative English teaching in the classroom: Using the eclectic choice of method, Using activities that have a creative dimension, Looking for new ways of doing things, teaching flexibly, customizing the lesson, using technology, seeking creative ways to motivate students.

The learning process is a process that people pass through to acquire new knowledge and skills and ultimately influence their attitudes, decisions, and actions. Activities carried out to achieve educational objectives. They are carried out individually, although this takes place in a cultural and social context, in which people combine their new knowledge with their previous cognitive structures. The learning process is a process in which there are interactive activities between teacher-students and reciprocal communication that takes place in educational situations to achieve learning goals (Rustaman,2001:461).

**Analysis of the Teachers' Creativity in Covid-19 Pandemic Learning process  
at SMA HKBP Sidorame Medan**

**Conceptual Figural 2.1**



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

In this study, the researcher used qualitative research because the researcher only knew the teacher's creativity in the covid-19 pandemic learning process. Creswell (2014:2) qualitative research was research with an approach to understanding the meaning of individual or group and exploring social or human problems.

Furthermore, Sutopo and Arief (2010:1) write that qualitative was a study aimed at doing a description and analysis of a phenomenon, event, social activity, attitude, perception of each individual or in a particular group. This type of research was inductive, where data at the location would be the main source of the phenomenon and problems in the observation process. Kriyantoro said that "qualitative research that aimed to explain phenomena by collecting data as deep as possible". Qualitative research emphasized the depth of data obtained by researchers.

So it can be concluded that descriptive qualitative trying to describe a social phenomenon in the form of words. The main purpose of descriptive research was to describe the state of view as it exists today. Simply stated, this was a fact-finding investigation. In descriptive research, conclusions can certainly be accepted, but it doesn't build a cause-and-effect relationship.

#### **3.2 The Subject of the Research**

The subjects in this study were the teachers of SMA HKBP Sidorame Medan. In this case, the researcher took teachers in SMA HKBP Sidorame

Medan. Subjects in a study were required to get the needed information. Lodico et al (2006:266) reveal “Depending on the types of questions asked, the researcher wanted to select the subjects so that they will be able to provide the key information essential for the study”.

### **3.3 Data and Source Data**

The writer would not be able to get information without the source of data. The sources of data in this research were teachers’ activities of SMP and SMA HKBP Sidorame Medan. The researcher would analyzed the data of the teachers’ creativity performance with an observation and interview the teachers. Bungin (2001: 123) says that" Data are the information material about the object of research. So, Data refer to raw materials researchers collect from the object of their research. The data was the result of teachers' creativity performance in the covid-19 pandemic learning process. The source of data was very significant in the research.

### **3.4 The Instruments of Collecting Data**

The data collected represents facts about existing objects invited. The instrument that the researcher will observe and interview. Raco (2010: 108) says data is collected if the direction and the research objective are clear and the source of the data is informants or participants, will be identified, contact, and its obtain consent to provide the required information. Furthermore, Walidin et al. (2015: 45) say that research data will collect by a pre determine research draft.

### **3.5 The Technique of Collecting Data**

In this case, the researcher observed the teachers' creativity in the covid-19 pandemic learning process that had been made by the teacher. For collecting the data, the researcher used observation as the instrument. After getting the data, the

researcher analyzed the data and explained it descriptively by Concluding as the result of the research. The technique of collecting data was the way the researcher collected the data empirically and objectively. The technique of collecting data was the most important step in the research because the main purpose of the research was to get the data Gorman and Clayton (2005:40) defines observation as a study that involves a systematic recording of a phenomenon or a certain behavior that can be observed in the natural environment.

### **3.5.1 Observation**

The observation was the process of observing something or someone to gain information. According to Sukmadinata (2012:220), Observation was a technique or the way to collect data through observing ongoing events. It means that observation was a technique to collect data through observing the events. the researcher concludes that observation was a technique of collecting data in the field of research when monitoring the activity and in this case, the researcher observed the teachers' creativity in teaching recount text with the online class through the WhatsApp group.

### **3.5.2 Interview**

The interview was one of the techniques for collecting data to get information from many aspects. The interview was a conversation between two or more people and takes place between the speaker and the interviewer. The purpose of the interview was to get the right information from trusted sources. According to Aditya (2013:16) "Interview is a meeting between two people to exchange information and idea through question and answer so that it can be constructed meaning in a particular topic".

The researcher concluded that interview was an activity undertaken to obtain information directly by asking questions between the interviewer and the interviewee. Both will be done simultaneously, where the interview is used to dig deeper into data

obtained from observation. The researcher chooses the teachers to answer this interview sheet. Which contains the questions are five questions.

### **3.6 The Technique for Analyzing Data**

The technique for analyzing data was the process of gathering, modeling, and transforming data with useful information, suggesting conclusions, supporting decision making.

#### **1. Data Reduction**

Data reduction was the process of selecting, focusing, simplifying, searching for themes and patterns, and neglecting needed. Miles, Huberman & Saldana (2014:10). In this step, the researcher focused on the teachers' creativity in the covid-19 pandemic learning process at SMP and SMA HKBP Sidorame Medan.

#### **2. Data Display**

After the data reduction, the next step was data display. In this case, the researcher displays the data of the teachers' creativity of English teachers. The data was derived from activity observation.

#### **3. Conclusion/Verification**

The last step of analyzing data was the conclusion. The researcher concluded the main points from all the data that has been collected so that it will become clear. The conclusion was the answer to the formulation of the problem in the beginning.

Based means that data reduction, data display, and conclusion are continuity at the time before, during, and after data collection in a common form called analysis. Based on the data the researcher is interested in the analysis of teachers' creativity in the covid-19 pandemic learning process at SMP and SMA HKBP Sidorame Medan.