English Teachers' Classroom Management: Cultivating Students' Creativity in Indonesian Junior High School

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ARTICLE INFO	ABSTRACT
	This study aims to find out how the creativity of a teacher in managing the class fosters student creativity at SMP Negeri 12 Tebo Regency. The object of this research is an English subject teacher at SMP Negeri 12 Tebo Regency. The method used is the descriptive qualitative method in the form of survey research. Data was taken by direct communication techniques, namely in the form of interviews. While the data processing technique is using deduction reasoning, which means drawing conclusions from the general to the specific. Deductive reasoning is drawing conclusions from a general premise or assumption to make a special logical conclusion. The results showed that the English teacher at SMP N 12 Tebo Regency already had criteria for a creative teacher in the teaching and learning process, such as the teacher already had a great curiosity when teaching, the teacher already had a flexible nature, the teacher already had a sense of humor, the teacher already has an inspiring nature, the teacher already has a positive and empathetic attitude, the teacher has dared to take risks, such as instructing students to make media that will be used for learning and the teacher has also used existing facilities or media.

I.   INTRODUCTION

In today's era, the world of education really needs a creative teacher when teaching in the classroom (Triana et al., 2021). Creativity is very important to use when teaching in schools because it can change the way a student acquires knowledge (Huang C-F & Wang K-C., 2019). Creativity can also stimulate the thinking ability of many students and apply it to solve real-life problems (Sukardi et al., 2021). Robinson (2000) explains the creativity is needed to all the world. He believes that in this world in the dominance of technological innovation, creativity is one of the important components. The strength of human creativity and human skills and imagination is a key source in knowledge (Teresa et al., 2006).

In the 21st century, teachers are required to be more creative in teaching for better learning outcomes. A teacher is required to be even more creative because technological developments are increasingly advanced. A creative teacher must be able to take advantage of the technology. As a teacher that working in school, we must be able to process creative ideas when teaching in the class. When teachers have creativity and can develop creative ideas for

activities in the classroom, students become less bored, more enthusiastic, more motivated and more interested in learning. Andrew et al., (2009) state there are several efforts to foster creativity. First, an educator and policy makers must create teaching programs and some content that is not shortened for teaching skills. Second, schools need to change the way of thinking in education such as how to a teacher is trained. Therefore, people who have met teachers who are creative in learning must have honed creative thinking skills. Hence, in the 21st century, teachers are required to behave creatively in classroom management.

Teacher creativity is closely related to classroom management because a creative teacher can certainly manage the class well with good classroom management. Having good classroom management, the learning process can be more effective. Classroom management has long been recognized as important in producing creative learning (Olawale et al., 2019). Creative teachers will innovate children to be more enthusiastic about learning in class. In the classroom, teacher creativity and innovation are similar components (Karwowski et al., 2019). In this case, teachers should do innovation in their teaching to make learning process run well.

In China, it has been found that teachers' creativity in schools tends to focus on "allowing" rather than "developing" creativity, more on art-based "expression" than on broader or deeper types of creativity. Furthermore, the pressure from a heavy syllabus, limited time to practice creative teaching, and a lack of teacher training and knowledge can also hinder the integration of creativity in education. A supportive environment is needed to encourage, nurture and reward creativity (Wang & Kokotsaki, 2018).

In Turkey, teacher creativity is not an important point in teaching (Akyildiz & Celik, 2020). In the English teaching curriculum, teacher creativity is also required. However, the teacher does not take it into account in the prepared practice. The Turkish Ministry of National Education in 2018, creativity was only mentioned once as the main competency of student learning outcomes. Without mentioning what is meant by the teacher's creativity.

In Iran, it can be found that most teacher realized that they still lack of creativity and new strategies for managing the classroom. Even though they are aware that increasingly rapid technological advances can produce more knowledgeable students. (Mirzaee & Rahimi, 2017). Especially in the current era, the learning process must change, must be more creative and be able to utilize technology well.

Similar to Iran, in Indonesia, it can be found that the teachers still not using various methods in teaching (Triana et al., 2021). This condition causing students get bored quickly in learning. Also, some teachers still have not maximize in using technology. It can be said that, teachers are not creative in using the technology that is already available in schools. Even though technology in schools is very adequate for all teachers. So, teacher creativity is needed, especially in teaching learning process in managing classroom management. Therefore, it is necessary to provide knowledge about creative teachers. Creative is not only good at using media, but also applies appropriate English teaching methods or techniques.

A teacher must be able to develop his creativity while teaching, such as preparing media before teaching and arranging a comfortable sitting position for students. When teachers use media in teaching, students will be active and enthusiastic about learning and have good motivation to learn in the classroom. A teacher must also be able to arrange a comfortable sitting position for students so that they are more comfortable during the learning process. Therefore, from the identification the problems above. The researcher wants to see how the management of the English teacher class is to foster student creativity in Junior High School.

II. METHODS

In this studied, the researcher applied qualitative research with the descriptive researched design. The researcher selected participants who were considered to had a lot of information, wisdom, perspective and experience related to the topic of this researched. So, the researcher observed the english teacher of SMPN 12 Tebo as a participant. The number of teacher was 1 person who taught used their creativity, such as used video, power point, and several existing media. The data collection technique used in this researche was semi-structured interviews. In a semi-structured interview, the interviewer may improvise follow-up questions based on the interviewee's answers. Interviews could also provided more accurate data.The interview method used by the researcher to asked several self-made questions in accordance with the directions contained in the indicator and recorded the answers used the researcher's cell phone.

This interview is a step to obtain data related to the topic in this study. The first step the researcher did was to ask the principal for permission to conduct research at the school. The second step, the researcher asked permission from the English teacher to be interviewed and determine when is the right time to conduct the interview. The third step, the researcher prepared a room to conduct the interview. Questions in interviews were made by researchers according to the theories and topics that researchers took. In interviews, researchers asked in-depth questions to research subjects. In each question, researchers can also develop questions that are deemed necessary to be developed. Furthermore, for any information that has been obtained, the researcher recorded it using the researcher's own mobile phone. Thus, the researcher collected a lot of information from the teacher. After the researcher conducted the interview, the researcher met the principal and the English teacher to thank them for being given permission to conduct research at SMP N 12, and given the convenience of conducting interviews, after that the researcher also say goodbye to the principal and the English teacher.

In this data analysis, the researcher uses deductive reasoning. 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, meaning that researchers are looking for themes related to classroom management (Sari, 2019). Generally deductive reasoning draws conclusions logically based on assumptions, thoughts, and conclusions that are considered correct. For example, on the assumption that one English teacher at SMP N 12 Tebo teaches using methods outside the classroom. Assuming that 2 English teachers at SMPN 12 Tebo have taught using existing media. From the two assumptions above, it can be concluded that the English teacher at SMP N 12 Tebo Regency is already creative when teaching in class.

III. RESULT AND DISCUSSION

The results showed that the English teacher at SMP N 12 Tebo Regency already had criteria for a creative teacher in the teaching and learning process, such as the teacher already had a great curiosity when teaching, the teacher already had a flexible nature, the teacher already had a sense of humor, the teacher already have an inspiring nature, the teacher already has a positive and empathetic attitude, the teacher has dared to take risks, such as instructing students to make media that will be used for learning and the teacher has also used existing facilities or media. In addition, English teacher at Tebo 12 Public Middle School has his own creativity regarding several strategies or methods in classroom management, such as, learning outside the classroom, learning using existing media directly, with videos, and discussions in groups.

It can not be denied tha teacher creativity is needed today, especially in teaching learning process in managing classroom management. Therefore, it is necessary to provide knowledge about creative teachers. Creative is not only good at using media, but also applies appropriate English teaching methods or techniques. It also can be said that if teacher are creative in teaching, the classroom environment provides students with selection of things such as, learning material and activity, accepts distinct ideas and opinions, raise self-confidence, and concentrated to students' strengths and interests (de Souza Fleith, 2000; Kettler et all.,2018).

Teacher creativity is narrowly associated to classroom management because a creative teacher can undoubtedly manage the class well with good classroom management. When teacher can manage the class well, the process of teaching and learning can be more active. Classroom management has long been recognized as important in producing creative learning (Olawale et al., 2019).

SMP N 12 Tebo uses an independent curriculum. This is where students are facilitated to choose learning strategies that suit the interests, talents, and characteristics of students. Where students can choose audio, visual, or practical methods. And, in this independent curriculum, an English teacher is required to be more creative when teaching in class such as asking triggers questions, providing creative explanations using existing media and being able to motivate students when there are students who lack confidence to speak English.

In this independent curriculum a teacher is only a facilitator, and in this independent curriculum a teacher is very much challenged to develop his creativity. An English teacher at SMP N 12 Tebo Regency developed their creativity such as giving trigger questions for the next material, motivating them to speak English more confidently, giving stars or small prizes to groups or students who were more creative in completing assignments, dividing them into several groups so that they can collaborate well, use learning media in the surrounding environment, and ask students to practice the material they are learning directly, for example in the "procedure text" subject. During the "procedure text" subject, all students are required to bring the equipment to be made or used.

In this study, the researcher also found that there were 2 indicators that had not been used by English teachers at SMP N 12 Tebo. They are the positive challenge indicator and the group support indicator. In multiple solution tasks, the teacher does not give and arrange student assignments differently so that students can be challenged to find different solutions. In self-critique, the teacher does not criticize each student so that they are aware of their limitations, but the teacher only sees and observes students in the learning process. Furthermore, in critiquing by peers, in the discussion process the teacher also does not give time for other groups to provide criticism.

IV. SUGGESTION AND CONCLUSION

A. Suggestion

After doing the research and getting finding of this research, the researcher wanted to gives some suggestion that : (1) By looking at some of the characteristics of creative teachers who are already possessed by English teachers, the teacher should further develop them so that they can become role models for other teachers. (2) For students, with creativity possessed by the teacher should pay more attention to the teaching and learning process. (3) For schools, it should be able to support the creativity that teachers already have both in the provision of facilities and infrastructure that can support the teaching and learning process. (4) From the

research that the researchers have done, it is hoped that this research can be developed to clarify the analysis of teacher creativity in the teaching and learning process in English subjects.

B. Conclusion

This research tried to describe English teachers' classroom management in cultivating students' creativity in Indonesian junior high school at SMPN 12 Kabupaten Tebo. The results showed that the English teacher at SMP N 12 Tebo Regency already had criteria for a creative teacher in the teaching and learning process. Since the school have adopted independent curriculum, the teacher is very much challenged to develop his creativity.

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