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Article

## Students' Perception of Teachers' Creativity in Implementing Home Learning at SMK Duta Mas

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### KEYWORDS

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 Perception  
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### ABSTRACT

The Indonesian government formally enforces rules of study, worship, and work from home from March 16th, 2020. Minimizing and limiting meetings involving physical contact are efforts to reduce the spread of the COVID-19 virus. These conditions have implications for the effectiveness of the learning process in schools. The implementation of a home learning program replacing face to face-to-face schooling raised some problems from the lack of teachers' skills to hazy educational policies. Because of that reason this study is conducted to find out students' perception of teachers' creativity in implementing home learning programs during the pandemic. There were 60 participants chosen by simple random sampling from grade 11th, the academic year 2019-2020, SMK Duta Mas. A questionnaire with a Likert scale was used to collect data. Then data analysis employed qualitative descriptive research to analyse indicators of teachers' creativity proposed by Slameto. The findings of this study reveal that from 6 indicators of teachers' creativity, 5 of them have a high percentage and the average total percentage is 79.26%. Therefore, it can be concluded that students' perception of teachers' creativity in SMK Duta Mas in implementing home learning during the pandemic is considered high. However, teachers need to improve their ability in creating media for learning because it is very important to improve students' learning achievement and to motivate them to learn.

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### INTRODUCTION

The rapid spread of the Covid-19 pandemic has created a disruption in Indonesia's education sector as around 45 million students are unable to continue their learning activity in schools (Statistics Indonesia, 2020). The Indonesian government's policies in reacting to this outbreak are to apply the rule of social distancing to all degrees of society, even in a few major urban communities in Indonesia. The PSBB (Large-Scale Social

Restriction) is likewise executed to break the chain of spreading this infection. The rapid spread of Covid-19 has forced governments to close schools and enforces at-home distance learning. This strategy affects education in Indonesia, particularly on the learning process for school students. The utilization of social distancing at the essential and optional school levels proceeds until conditions are pronounced conducive. During the pandemic, schools are shut however the learning process should proceed. Up until this point, no internet learning

framework has been completed all the while (Sun, et. al., 2020). Various initiatives are underway to ensure study activities continue despite the absence of face-to-face schooling. One alternative to replace the traditional classroom method is by using a home learning program. During the pandemic, internet learning has now been done almost all over the world (Goldschmidt, 2020). Thus, in this home learning program, all components of schooling are needed to have the option to encourage realizing so it stays dynamic even without up close and personal contact.

This sudden change to the home learning program raises problems among students and teachers, especially for the first two weeks. Moreover, some students think that online school is confusing to adjust to as we have not been prepared through simulations or practices beforehand. Students report the home-learning program to be even more stressful than regular classrooms. Some of the common reasons for this are because online classes take out the benefits of having friends to socialize with and being stuck alone with nothing but assignments (Angdhiri, 2020). Many students participating in home-learning programs also say that the workload of online classes is larger than that of regular classes. Fatoni, et. al. (2020) in their research find that the most frequent complaint during the implementation of home learning is network instability, occurring in 39.16%. The second most frequent complaint involves unilateral teacher-students and student-students interaction with a response rate of 17.41%. Interaction is not possible and the quality of the educational environment is poor, content is not conveyed accurately, direct interaction is not possible. Teachers make a progress on their own without interaction with students is a common response. The third most frequent complaint is the reduced concentration of 29.13% of responses. Many students answer that it is difficult to concentrate on class for long periods. The general consensus is that home-learning programs - although highly beneficial and a good alternative to school as schools are closed - still require some getting used to by students, as it is a novel concept and not many are experienced with them.

For teachers, this quick move of learning system additionally raises a few deterrents that should be overcome. To begin, certain teachers are digitally illiterate in operating on the web course application. This can cause an issue when the teachers are truly difficult to see how the online course application functions. Therefore, the teachers once in a while fail to send some materials or do not have the foggiest idea how to give test for the students. Second, numerous teachers do not have any experience with directing the home-learning system and they are not set up to do that in a brief time frame. As an outcome, most

students are just approached to understand books, to compose an outline, and to complete a practice sheet. Along these lines, the students discover this program incapable and exhausting. Another issue is that the teachers do not understand the contrasts between traditional classroom learning and home-learning. In doing the home-learning program, the teachers must have the option to convey the material in such a way so the students can comprehend the exercise without the presence of the teachers. And this becomes a problem when the teachers only give the lesson without any guidance that the students need and leave them to understand nothing. Putri, et. al. (2020) in their previous research find that in implementing home learning program, teachers recognize more challenges and hindrances, remembering a few limitations for the decision of instructing strategies that normally apply in standard up close and personal classes, less educational plan material inclusion, absence of innovative abilities that upset the potential for home learning, absence of capacity - various sources in Indonesian bringing about additional time expected to create e-content, longer screen time because of making e-content and giving input on student's work, more exceptional and tedious correspondence with parents, challenges for better coordination with teachers, principals, and higher web bills. As indicated by Hodges, et. al. (2020), teachers likewise feel overpowered and caught off guard for home learning programs and experience the ill effects of web availability issues or hazy educational policies, like their students. Subsequently, to improve the home learning program, the challenges experienced by students just as teachers should be perceived, and an approach to settle them should be found.

To overcome those issues, teachers' creativity is needed to find a method of how to manage the class, how to develop curriculum, how to create teaching material, how to select and to use media of learning, and how to evaluate the teaching and learning process in implementing home learning program. According to Vasudevan (2013), creative teaching can build levels of inspiration and confidence with respect to students. Teacher's creativity in teaching contributes to the students' interest because it can improve the students' motivation in learning. Over the course of the last decades, the definition of creativity is widely known as a process that involves the production of novel, useful products (Mumford, 2003) or in Sternberg's (2011) words the production of something originals and worthwhile. Amabile in Ahmadi, et. al. (2017) state that creativity is the creation of novel and helpful thoughts by an individual or small group of people who cooperate. Lubart, et. al. (2015) specify creativity as the ability to produce novel and adapted solutions in a specific context.

Moreover, Supardan (2010) views creativity as the ability of a person to produce something new, or new combinations such as ideas or concrete actions that are relatively different reflects the flexibility, fluency, originality, and ability to elaborate an idea. From those definitions mentioned previously, it comes to the conclusion that creativity is a process or skills that produces something new whether it is in the form of ideas, real work, new methods, or products that a person uses to solve a problem as a result of his interactions with his thought and his environment.

In education, the link between intelligence and creativity is vital in developing the learning process. Creativity cannot be dismissed on the grounds of the different levels of intelligence that one could find in a classroom. Creativity is an innate quality that cannot be demonstrated, which indicates a popularity-based perspective on innovativeness (Vasudevan, 2013). In line with this, Runco (2007) states that distinguishing intelligence alone does not guarantee a creative output. And it has also been acknowledged that intelligence could be identified as something incremental and able to be influenced, as a quality that can be developed and, thus improved. Hence, creativity could also be nurtured and increased gradually (Ng and Smith, 2004). In education, creativity is important because it can improve academic attainment. Fisher (2004:11) reports:

Research...shows that when students are assessed in ways that recognize and value their creative abilities, their academic performance improves. Creative activity can rekindle the interest of students who have been turned off by school, and teachers who may be turned off by teaching in a culture of control and compliance.

Therefore, the use of a contemporary teaching method that involves student-centered, interaction-based, and open-ended elements are ideally suited to fostering the creative thinking and behaviour of the learners. That is why creativity is not only required but also necessary in the teaching and learning process because it makes the learner taking an active role so that creativity is developed in the learning, and it makes the teaching more effective. From the explanation above, it is clear that teachers need to be creative in their teaching method because this component provides something extra from a creative performance.

According to Albert (2010), a creative teacher refers to the creativity of a teacher in teaching and it is about how

the teachers adapt their teaching to maximize learning in the class. Such as the teachers have to be able to produce something new, like new ideas, lessons, and activities. So, it means that creative teacher here is about the ability of the teacher to maximize learning, for example the teacher who attempts to devise new methods of conveying their explanation. According to Morris (2006), one of the characteristics of creative teachers are they always willing to experiment, but they recognize the need to learn from experience. Creative teachers also need the capability, in particular, fields because it can show whether the teacher is familiar with that particular subject and able to teach well. They need to use some techniques that inspire their interest and raise their self-esteem and confidence. In other words, teaching for creativity is anything but a simple choice, yet it tends to be agreeable and profoundly satisfying (Vasudevan, 2013). Cremin, Barnes, and Scoffham (2013) also state that there are eight aspects of teachers' ability and cognition that characterize some of the qualities of creative teachers: knowledgeable, requires confidence, committed to helping their learners' succeed, familiar with a wide range of strategies and technique, risk-takers, seek to achieve learner-centered lessons, reflective, and non-conformists. Richards in Suwartono (2016) 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; and (8) creative teachers are reflective.

In the teaching and learning process, creative teachers are significant because it plays the significant part to make the objective in showing endeavours at schools in light of the fact that the educators instruct as well as recognize the student also (Terry, et. al., 2018). Based on that, every teacher has to have their own creativity to enroll their duty as a professional educator. Moreover, Vasudevan (2013) states that creative teachers can assist students with expanding their degree of reasoning and teachers' correspondence with them. Creative teachers also have the ability and know-how to do innovative and creative learning processes in a class to enrich the target (Amri and Ahmadi, 2010). In this case, the teacher should be able to encourage and to find out the best way to push and to develop their achievement. Therefore, to create a successful home-learning program, teachers' creativity is crucial to increase students' motivation in learning and helping them to achieve their goals, especially in this difficult time.

However, the teachers' creativity is not generally successful in a variety of fields that are related to creativity because of the lack of proper understanding of it. Teachers are unaware of creativity, and they are unable to classify the creative students. They give lesser consideration, consolation and endorsement to creative students (Vasudevan, 2013). All these discourage creativities and go against the creative teaching method (Croply, 2001). These points make it essential for conducting the educational programs for teachers to be clear and creative. Teachers' commitment would work in creating the proper awareness, skill, and attitude for teachers to teach and to learn something beneficially. Based on the explanation above, this study is designed to seek the students' perception of teachers' creativity related to the implementation of the home-learning program as an impact of the COVID-19 outbreak.

**METHOD**

This study used qualitative descriptive research. Qualitative research was hoped as a useful way to mainly understand a case and not only look at the causality but instead try to comprehend the studies case (Moleong, 2013, Akmal, Dhivah, and Mulia, 2020). The research took place at SMK Duta Mas, Jakarta. The researchers used simple random sampling since the online questionnaire was delivered to 8 out of 30 classes. The sample was chosen randomly that could represent the total number of students. Therefore, the number of samples was 60 participants.

Validity and reliability tests were employed before administering a research instrument. The validity with Pearson Product Moment ( $\geq 3.0$ ) was used (Sugiyono, 2010); then, 25 out of 26 items were valid. Reliability with Cronbach's Alpha formula ( $\geq 0.70$ ) was used (Arikunto, 2013); then, the result of items was reliable (0.90). Each item was rated using a Likert scale with four scales. In collecting data, a valid and reliable questionnaire with closed-ended questions was administered to the respondents. Finally, the collected data were analyzed qualitatively using a percentage.

**RESULTS AND DISCUSSION**

In this section, the data are obtained from the questionnaire and are analysed by using the Creative Attitude Scale. To score the scale, the response options are credited 4, 3, 2, and 1 from ALWAYS to NEVER. The researchers use the percentage description analysis to measure the students' perception of teachers' creativity (Arikunto, 2013). Then, the researchers categorize the scores resulted from the calculation into the following criteria: less than 250% is named VERY LOW, 40%-54% is named LOW, 55%-70% is named FAIR, 71%-85% is

named HIGH and 86%-100% is named VERY HIGH (Arikunto in Tarjo, 2019). Some tables provide the results followed by the interpretation of data. Tables 3-9 are the results of the experience of students using online learning applications.

**Table 1.** Ability in Planning Teaching and Learning Process

No	Questions	always	often	Sometimes	never	AV	Category
1	Teacher is always ready with the teaching material.	61 %	32 %	3 %	0 %	89.6 %	Very High
2	Teacher prepares the material in a form of material compilation or PPT.	41 %	35 %	21 %	0 %	79.6 %	High
<b>Average of Total Percentage</b>						84.6 %	High

Table 1 shows that 61% of students say that teachers always make preparation before teaching and none of the students say that teachers never make teaching preparation. Similar to point 1, from point 2, 41% of students affirm that teachers always prepare the material in a form of material compilation or PPT and none of them say never. Dealing with categories, students have a very high perception of teachers' readiness and a high perception of teachers' material preparation. It can be concluded that students have a high positive perception of teachers' ability in planning the teaching and learning process with an average total percentage of 84.6%.

**Table 2.** Ability To Respond to the Questions Asked and Tends To Provide More Answers

No.	Questions	always	often	sometimes	never	AV	Category
6	The explanation given by teachers is enough.	45 %	26 %	24 %	2 %	79.2 %	High
7	Teachers answer the students' questions clearly.	47 %	35 %	14 %	0 %	82.1 %	High
21	Teachers	52 %	27 %	17 %	0 %	83.5 %	High

explain the material patiently.	%	%	%	%	%	
Average of Total Percentage					80.9 %	High

Table 2 points out that 45% of students think that teachers always give enough explanation. Even though teachers' explanation is not much, but 47% of students think that teachers always answer the students' questions clearly and 52% of students say that teachers always explain the material patiently. Therefore, with a total percentage of 80.9%, it can be concluded that students' perception of teachers' ability to respond to the questions asked and who tend to provide more answers is high.

**Table 3.** Ability To Foster Enthusiasm for Students' Learning

No.	Questions	always	often	sometimes	never	AV	Category
3	Teachers are full of spirit when explaining the lesson.	47 %	36 %	15 %	0 %	83.1 %	High
4	Teachers are always nice in every learning activity.	35 %	29 %	33 %	0 %	75%	High
18	Teachers give appraisal if students can answer the question.	45 %	35 %	14 %	2 %	81.9 %	High
22	Teachers give a solution if students have problems in their learning.	50 %	29 %	15 %	2 %	82.7 %	High
23	Teachers give scores according to students' ability.	58 %	27 %	11 %	0 %	86.5 %	High
25	Students are always bored when	3%	29 %	42 %	24 %	72.3 %	Weak

studying.		
Average of Total Percentage	80,2 5%	High

Table 3 shows that 47% of students think that teachers always have high spirits when explaining the lesson and 35% of students think that teachers are always nice to them. Moreover, 45% of students think that teachers always give appraisals to students if they can answer the questions. Although teachers are always good and nice, there are still 42% of students think that sometimes they are bored when studying. However, 50% of students say that teachers always give solutions when they have problems in learning and 58% of students say that teachers always give scores according to their ability. Dealing with categories, students have a high perception of all indicators. Therefore, it can be concluded that students' perception of teachers' ability to foster enthusiasm for student's learning is high with an average total percentage of 80.25%.

**Table 4.** Ability To Choose a Good Teaching Method that Fit with the Lesson Material and the Students' Condition

No.	Questions	always	often	sometimes	never	AV	Category
8	Teachers ask students to give explanation s from the material given.	39 %	30 %	27 %	0 %	77.7 %	High
12	Teachers explain the material by giving examples that are easily comprehended by students.	42 %	39 %	15 %	0 %	81.5 %	High
13	Teachers make learning groups so that students are actively involved the in the learning	29 %	18 %	38 %	12 %	66.2 %	Fair

15	Teachers ask students to review the lesson at home.	38%	39%	18%	2%	78.8%	High
16	Teachers give homework.	47%	18%	26%	6%	76.9%	High
17	The assignment is given by teachers are easily comprehended.	38%	29%	29%	2%	76.2%	High
20	Teachers give test about the material that has already been discussed.	47%	30%	18%	0%	81.9%	High
Average of Total Percentage						77,24%	High

Dealing with teachers' ability in choosing a good teaching method, Table 4 presents that 39% of students say that teachers always ask students to give explanations from the material given, and 42% of students say that teachers always explain the material by giving some examples. Interestingly, 56% of students think that teachers sometimes stick to the book when explaining the material and 27% of them think never. This result shows us that teachers still depend on books for explaining the material. Next, 47% of students say that teachers always give tests after discussing the material. Surprisingly, 38% of students think that teachers sometimes make group work and 39% of students affirm that teachers often ask students to review the lesson at home. Dealing with the homework and assignment, 47% of students say that teachers always give homework and 38% of students think that the assignment given by teachers is easy to comprehend. With the average total percentage of 77.25%, it can be concluded that students' perception of teachers' ability to choose a good teaching method that fits with the lesson material and the students' condition is considered high.

**Table 5** Ability To Create Media that Can Foster Students' Motivation

No.	Questions	always	often	sometimes	never	AV	Category
9	Teachers use more than one OL application in their teaching.	27%	30%	29%	9%	69.6%	Fair
10	Teachers use video for teaching.	26%	27%	41%	3%	69.6%	Fair
11	Teachers use interactive games in their teaching.	23%	18%	45%	11%	63.5%	Fair
Average of Total Percentage						67,56%	Fair

Table 5 describes that 30% of students say that teachers often use more than one online learning application. However, 41% of students say that teachers sometimes use video for teaching and 45% of students say that teachers sometimes use interactive games in their teaching. Dealing with the category, students have a fair perception of those three indicators. Therefore, it can be concluded that students' perception of teachers' ability to create media that can foster students' motivation is fair with an average total percentage of 67.56%.

**Table 6.** Ability To Interact with Students

No.	Questions	always	often	sometimes	never	AV	Category
5	Teachers ask if there are any students who have problems in their learning. Teachers admonish students if they are not active in their learning process.	55%	33%	8%	0%	87.3%	Very high
14	Teachers ask if there are any students who have problems in their learning. Teachers admonish students if they are not active in their learning process.	50%	35%	12%	0%	84.2%	High

19	Teachers						
	admonish lazy students.	50 %	33 %	12 %	0 %	84.2 %	High
Average of Total Percentage						85.23 %	High

Dealing with teachers' ability to interact with students, table 6 shows that 55% of students say that teachers always ask whether students have problems in their learning and 50% of students say that teachers always admonish students who are not active in the class. Moreover, 50% of students also explain that teachers always warn lazy students. Dealing with the categories, students have a very high perception on indicator no. 5 but have a high perception on indicators no. 14 and 19. With the average total percentage of 85.23%, it can be concluded that students' perception of teachers' ability to interact with students is considered high.

**Table 7.** Average of Total Percentage of Students' Perception of Teachers' Creativity in Implementing Home Learning Program during the Pandemic in SMK Duta Mas, Jakarta

No	Indicators	Average scores	Category
1	Ability in Planning Teaching and Learning Process.	84.6%	High
2	Ability to Respond to the Questions Asked and Tends to Provide More Answers.	80.9%	High
3	Ability to Foster Enthusiasm for Students' Learning.	80.25%	High
4	Ability to Choose a Good Teaching Method that Fit with the Lesson Material and the Students' Condition.	77.02%	High
5	Ability to Create Media that Can Foster Students' Motivation.	67.56%	Fair
6	Ability to Interact with Students.	85.23%	High
<b>Average of Total Percentage</b>		79.26%	High

Based on table 7, the average total percentage of students' perception of teachers' creativity in implementing home learning programs during the pandemic in SMK Duta Mas, Jakarta is 79.26%. It can be concluded that students have high positive perceptions of teachers' creativity in their online teaching. It also concludes that from 7 indicators of teachers' creativity, teachers' ability to

interact with students have the highest score of 85.23%. This result shows that interactions between students and teachers during the home learning program are very good.

The results prove that each indicator mostly has high percentages (84.6%, 80.9%, 80.25%, 77.02%, and 85.23%) except indicator no. 6 (67.56%) and also mostly has the same categories (high/very high). The first indicator is the students' perception of teachers' ability in planning the teaching and learning process. The interpreted data reveal students give a high positive perception of teachers' teaching preparation. This result is related to students' perception of teachers' ability in explaining the lessons and answering the students' questions which also have a high positive perception from the students. From this data, it can be seen that teachers have a good ability in explaining the lesson clearly and also can answer the students' questions because they prepare the teaching material beforehand. This is in line with Reed and Michaud (2010) who state that the lesson planning process allows teachers to evaluate their own knowledge in line with the content to be taught.

The third indicator reveals that students are very motivated in doing a home learning program. Teachers' good character and their ability to help and to support their students are some factors that make students enjoy their learning. In line with this, Witt, Wheelless, and Allen (2004) say that teacher's passion for teaching affects student's interaction with the lesson and increase the enjoyment during class time.

The fourth indicator shows that teachers have good ability in choosing a teaching method. Among some teaching methods used by teachers, group work is less preferred. The reason might be because, during this pandemic, students have to do physical distancing so that they will have difficulties if they have to study in a group. Even though teachers have good ability in delivering the lesson but they still depend on the textbook while explaining the material. This finding strengthens the reason why teachers have lack the ability in creating media for teaching. In this indicator, teachers seem not to optimize the use of media like video and games which is very important especially in implementing home learning programs. Related to this, Louise and Andrews (2009) prove that the use of video in online education has become progressively more important in providing varied and interesting pedagogical opportunities for educators, and parallels students' needs for interactive and engaging lessons in a changing classroom. Luckily, this fact does not affect the students' motivation to learn.

Dealing with teachers' ability to interact with students, it shows that both teachers and students have a very good relationship. This good relationship also becomes one of the factors that make students comfortable in learning. This is relevant to Davis (2003) who states that the relationship between teachers and students affects the quality of students' motivation to learn and classroom learning experiences.

From the total average percentage of students' perception of teachers' creativity, it can be concluded that teachers in SMK Duta Mas are highly creative. According to Purwanto in Monawati and Fauzi (2018), creative teachers should at least have 2 indicators, that is, teachers' ability in planning the teaching and learning process and teachers' ability in carrying out the teaching and learning process. Similarly, according to Slameto (2010), creative teachers should have 13 characteristics which include many things, namely: tend to prefer heavy and difficult tasks, have passionate dedication and are active in carrying out their duties, and respond to the questions asked, and tend to provide more answers. From those characteristics, teachers in SMK Duta Mas are already qualified to be called creative teacher because, among 6 indicators of teachers' creativity, 5 indicators have high scores. However, teachers in SMK Duta Mas should improve their ability in creating media for teaching. This is similar to Brown in Agung (2012) who states that one characteristic of teachers' scholars is the ability to create and to develop interesting and applicable teaching media. He also further states that creative teachers are the ones who carry out their teaching and learning by optimizing their knowledge and skills.

## CONCLUSION

In light of results and conversation, it tends to be presumed that students' perception of teachers' creativity in actualizing home learning programs during the pandemic is high (79.26%). Students have an extremely certain discernment from the manner in which educators set up the teaching and learning process to the manner in which they communicate with students. It seems like students make the most of their learning interaction at home during this pandemic on the grounds that their teachers are truly helpful and give their best exertion to keep up the nature of their teaching so students will get a similar contribution as they get from customary face to face classroom. Out of the five indicators, point number 6 (capacity to interact with students) has the most noteworthy rate. This outcome demonstrates that teachers can keep up their association with students so they will not feel confined since this consistently becomes an issue in the home learning program implementation. From the scores of those indicators, it tends to be reasoned that teachers in SMK Duta Mas are as of now qualified to be

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called creative teachers in light of the fact that, among 6 pointers of teachers' creativity, 5 indicators have high scores.

Even though the scores of students' perception of teachers' creativity in implementing home learning program in SMK Duta Mas is high but they should improve their ability in creating media for teaching because in implementing home learning program teachers have to be more creative in delivering the lesson especially using online learning application to make the lesson more meaningful and motivated. Other than that, the teachers ought to be strived to improve their capacity and their expertise to look and to discover or to join some new procedures of encouraging home learning programs to make the teaching and learning process enjoyable for the students. The determination of those techniques and strategies ought to likewise consider the students' monetary capacity and accessibility of web access with the goal that the home learning project can run more viable and proficient. Therefore, educational institution or schools should provide their teachers with adequate training and support in information and communication technology (ICT) and also home learning program pedagogy to enhance learning during this exceptional time.

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