

# Developing Teacher Creativity in Effective English Language Teaching

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## ABSTRACT

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Teacher creativity in teaching is an ability that teachers must always develop in teaching English in the classroom by choosing material or subject matter and being able to create an interesting and positive learning climate by modifying learning. Creativity in learning is very important to develop students' creative spirit so teachers need to demonstrate and show a process in learning. One alternative that schools can do is created effective, efficient and creative learning. This research aims to determine the development of teacher creativity in improving creative learning. This research uses qualitative descriptive method with the subjects of this research being; school participants, teachers, and students. The results of this research show that creative teachers are those who are able to develop pedagogical abilities and life skill, improve and build their values and their profession. All of this can be obtained in the development of Creative Learning that can be created pedagogically and professionally in this era.

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## INTRODUCTION

Developing students' creativity requires supporting conditions, namely creative teachers, including creative teaching, creative principals (creative leadership), and a creative environment. Developing creativity within the national context prepares citizens to face a highly competitive (global) world. In the context of schools, developing creativity is intended as an effort to improve the quality of education. Regarding the quality of human resources, education plays a crucial role in the process of improving human resource quality.

Recognizing the importance of human resource quality, the government has worked and continues to strive to realize this mandate through various efforts to develop higher-

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quality education, including developing and improving curricula and evaluation systems, improving educational facilities, developing and providing teaching materials, and providing training for teachers and other educational personnel.

## LITERATURE REVIEW

Creativity is a "personal property" manifested in attitudes or characteristics such as flexibility, openness, autonomy, open-mindedness, a desire to try something (curiosity), firmness (strong-mindedness), the ability to express ideas, and the ability to assess oneself realistically (self-awareness: 'arafan nafsahu), all of which are necessary (prerequisites) for creativity to emerge. Developing creativity in the classroom (learning) will produce creative students, and creative students generally have higher and more resilient abilities than ordinary (non-creative) students. Creative thinking skills, as a creative component, will produce effective learning or further develop higher reasoning skills that can be used to address learning problems. Developing students' creative potential will result in superior learning. Students who possess creative thinking skills will have high intrinsic motivation in learning, strong drive, self-confidence, and advanced thinking skills.

According to Cece Wijaya (1991:189), one of the problems faced in the world of education is fostering teacher creativity. Teacher creativity in the teaching and learning process plays a crucial role in motivating students to learn. Creativity is defined as the ability to create a new product, either completely new or a modification or change by developing existing ones. When this is linked to teacher creativity, the teacher in question may create a teaching strategy that is completely new and original (originally their own creation), or it may be a modification of various existing strategies to produce a new form.

Teaching is no longer just an effort to impart knowledge, but rather an effort to create a learning environment that empowers students so that teaching objectives can be optimally achieved. Teaching, in this sense, requires an appropriate strategy for the desired goals. Therefore, it is necessary to foster and develop teachers' creativity in managing teaching programs using a variety of teaching and learning strategies. AI-Girl (2007) explains creative teachers. A creative teacher is someone who is an expert and has autonomy in the classroom (learning). Creative teachers set goals and objectives, build basic skills, encourage the attainment of specific knowledge, stimulate curiosity and exploration, build motivation, encourage self-confidence and risk-taking, focus on mastery and competition, support a positive outlook, provide balance and opportunities for choice and discovery, develop self-management (metacognitive skills), organize learning using various techniques and strategies to facilitate the emergence of creative displays, build an environment conducive to the growth of creativity, and encourage imagination and fantasy. Creative teachers will provide creative inspiration to students (Fisher, 2004). Most teachers use monotonous teaching methods that leave students bored and uninterested, ultimately leading them to conclude that English or other subjects are difficult.

Therefore, teachers are required to be active and creative in conveying messages and information, developing the knowledge contained in the curriculum as creatively as possible so that students are enthusiastic about receiving the message. To create a conducive and enjoyable learning environment, teachers are required to develop their creativity. Creative learning is a learning process that requires teachers to motivate and foster students' creativity throughout the learning process, using a variety of methods and strategies, such as group work, problem-solving, and so on. Creative learning requires teachers to be able to stimulate students' creativity, both in the context of creative thinking and in the context of creative action. Creative thinking is an imaginative yet rational ability. Creative thinking always begins with critical thinking, namely discovering and creating something that previously did not exist or improving something that was previously inadequate.

Productive creative learning has several characteristics that distinguish it from other forms of learning. According to Suryosubroto (2009: 124), the characteristics of productive creative learning include the following: a) Intellectual and emotional student involvement in learning. This involvement is facilitated by providing students with opportunities to explore concepts in the field of study and interpret the results of these explorations. Students are given the freedom to explore various sources relevant to the topic/concept/problem being studied. This exploration will enhance students' interaction with their environment and their own experiences, which serve as a medium for constructing knowledge. b) Students are encouraged to discover/construct their own concepts under study through interpretations conducted in various ways, such as observation, discussion, or experimentation. In this method, concepts are not transferred by the teacher to students, but are instead formed by the students themselves based on their experiences and interactions with the environment that occur during exploration and interpretation. Students are encouraged to give meaning to their experiences, thereby enhancing their understanding of the phenomena being studied.

In the context of learning, creativity can be fostered by creating a classroom atmosphere that allows students and teachers to feel free to examine and explore important curriculum topics. Teachers ask questions that encourage students to think critically and then explore students' opinions on big ideas from various perspectives. Teachers also encourage students to demonstrate their understanding of important curriculum topics in their own way, according to Black (in Suryosubroto, 2009:126). The characteristics of the creative-productive learning model help teachers implement this model in their learning, enabling students to develop creative thinking skills, responsibility, and collaboration in solving learning problems.

## **RESEARCH METHOD**

This study uses a qualitative research method with a descriptive approach, namely describing the actual situation of a phenomenon or condition based on findings in the field. According to Bogdan and Taylor (Moleong, 1993:3), a qualitative approach is related to "research procedures that produce descriptive data in the form of written or

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spoken words from people or observable behavior." Data and information collection techniques in this study were conducted through interviews, observation, and documentation studies of the necessary data sources.

This is in accordance with Nasution's opinion (1996:59), who states that: "Many techniques can be used to collect data, including interviews, observation, and documentation." (1) Interviews are a tool for gathering information by asking a number of questions verbally to be answered verbally. According to Nasution (1996:54), interviews in qualitative research are: "Interviews are often open-ended and unstructured, and do not use standardized tests or other instruments that have been tested for validity. They observe reality as it is and ask questions according to the natural development of the interview, based on the statements and thoughts expressed by the interviewee."

Furthermore, interviews in qualitative research are emphasized by Moleong (1993:186): "An interview is a conversation conducted by two parties: the interviewer who asks questions and the interviewee who provides answers to the questions. Observation, as a method of collecting data or information, is carried out systematically, not as a side activity or by chance. In observation, efforts are made to observe natural and actual conditions without any deliberate attempt to control, influence, or manipulate the object being observed. (3) Documentation comes from the word document, which means written objects or photographs. The documentation method means collecting data by recording existing data in the form of data on school activities and photographic documents.

## **RESULT AND DISCUSSION**

In discussing the research findings, an attempt will be made to interpret the findings obtained in the field, specifically at SDN 3 Pinrang, Watang Sawitto District, Pinrang Regency, South Sulawesi Province. This is based on the perception that the primary goal of qualitative research is to gain meaning from the reality that exists. The following is a systematic discussion of the research findings:

### **Factors Influencing Teacher Creativity**

1. Internal Factors (hereditary and psychological)
2. External Factors (social and cultural environment)
  - a. Teacher educational background
  - b. Teacher training and educational organization
  - c. Teaching experience
  - d. Teacher welfare.

### **Teacher Creativity:**

- Creativity in the Use of Learning Media. The learning process is "a communication process between teachers and students through verbal language as the primary medium for delivering learning material. The learning process is

highly dependent on the teacher as the learning resource. Educational media, or learning media, according to Rossi and Breidle, as quoted by Wina Sanjaya, state that "learning media are all tools and materials that can be used to achieve educational goals, such as radio, television, books, newspapers, magazines, and so on. Radio and television, when used and programmed for education, are learning media."

- Creativity in the Use of Methods, Strategies, and Learning Models. To ensure the most effective learning methods, teachers must be able to assess the students' situations and conditions, as each student's intelligence level varies. Therefore, as educators, teachers are always required to create a comfortable learning and teaching environment and motivate students in learning activities, which will have a positive impact on optimal learning outcomes.
- Authentic learning materials.
- The ability to think differently from the usual (out of the box).
- Teacher behavior in learning services includes developing ideas/initiatives, providing praise and punishment, critical thinking, and strong character.

#### **Developing Teacher Creativity in Creative Learning**

1. Creating a classroom with visual images that match the learning theme.
2. Applying technology in the classroom.
3. Providing materials that are relevant to life events/experiences (authentic material).
4. Holding productive discussions.
5. Collaborative learning.
6. Giving assignments using mind maps.
7. Creating a class bulletin board with a variety of colorful images and graphics.
8. Showing films.
9. Displaying posters.
10. Designing a mindset by providing learning activities such as: Discovering, Interpreting, Developing ideas, Creating, Conducting experiments, and Evaluating.

#### **Creative Learning Activities Table:**

No	Learning Activity	Creative Process	Subject Matter	Method and Strategy	Skill
1	watch songs from youtube	students enjoy the song over and over again	Simple Tense Verb Noun	Present dictation and translation	Listening

2	Creative writing	think creatively by continuing the available sentences/stories	Procedure Comic Biography	Write using Graphic Organizer	Writing
3	Presentation	create advertising designs Presentation	introducing advertising products	poster/brochure making	Speaking Listening
4	Role play	Elaboration Collaboration	News anchor	Simple Present Tense	Speaking
5	Interactive writing	explore and analyze text content	analysis of letters/advertisements in newspapers	of text analysis of newspapers	Writing Reading

### **Creative Learning in English Lessons**

Teachers provide and facilitate creative learning activities and participate with students in the interactive and active learning process. The following table shows creative learning activities provided by creative teachers to support learning in the classroom.

#### **Advantages of Creative Learning Activities**

Here are some of the advantages of creative learning activities in the classroom:

1. They create a fun and supportive atmosphere for an interactive classroom.
2. Students are more interactive, active, and proactive in this type of learning.
3. Teachers can stimulate and enjoy what happens in the classroom.
4. They stimulate and support students by giving interesting and challenging assignments.
5. Teachers participate, elaborate, and collaborate with students in the learning process.
6. Students are more inspired and motivated by a more natural learning process using authentic materials that occur in everyday life.
7. They prepare students for life experiences that will help them succeed in their future.
8. They foster good collaboration among students, as well as between teachers and students.

9. Students are encouraged to be more independent in experimenting and exploring extraordinary things, enabling them to develop their knowledge, improve their psychomotor skills, and enhance their affective abilities.
10. Their language skills are further honed by collaborating language with technology.
11. Students and teachers are able to develop themselves creatively and innovatively.
12. Teachers and students have more opportunities to develop their talents and abilities.
13. Teachers and students are able to develop their language skills and apply them communicatively and productively.

### **Disadvantages of Creative Learning Activities**

Some of the disadvantages of creative learning activities include:

for teachers:

- Teachers tend to follow and continue existing patterns.
- Some teachers are reluctant to learn more, citing age, time, and family.
- Teachers do not frequently develop their pedagogical skills.
- Teachers lack mastery of the subjects they teach.
- Limited facilities.
- Classical mindset.
- Teachers' perspectives on students, school leaders, and the curriculum.
- Leaders' lack of discipline.

Students:

- Only have a consumer attitude, not a producer one.
- Tight curriculum and study schedule.
- Apathy and pessimism toward teachers and school.
- Form the opinion that English lessons are difficult to understand.
- Lack of inspiration and motivation.
- Internal factors: psychological, family, etc.

### **Creative Learning Development Strategies in English Lessons for Teachers and Students**

Developing creative learning for teachers and students is now much easier. This is because:

1. The availability of free online learning resources.
2. The availability of free online courses and tutorials.
3. The government truly cares about the education sector by supporting and providing material and spiritual support.
4. Individuals who are willing and love to learn.
5. Schools provide spaces and facilities that support creative learning.

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6. Schools provide adequate facilities for the school community.

## CONCLUSION

From the discussion above, the author can conclude several things, namely: First; Teachers are the key to educational success. Second; Teachers are required to be creative role models who develop attitudes and behavior by providing inspiration and motivation by creating a creative classroom atmosphere, materials, methods, and learning techniques for student development. Third; Teachers are constantly learning and are more flexible in using their pedagogical skills to develop effective, efficient, and creative learning. Fourth; There are only two English teachers at SDN 3 Pinrang, the MGMP (teaching group) is less active, and they tend to use conventional methods. Fifth; Creative learning activities encourage teachers to be more motivated and inspired to carry out more significant creative learning.

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