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Creative or Not? Physical Education Teacher DURING COVID-19 ERA

Dicky Tri Juniar[1]*, Muhamad Alfin Alfarizi[2], Haikal Millah[3] Adang Suherman[4]
[1]Department of Sport Education, Postgraduate, Universitas Pendidikan Indonesia, Indonesia,[2] Department of Physical Education, Faculty of Teaching and Education Science, Universitas Siliwangi, Indonesia, [3]Department of Physical Education, Faculty of Teaching and Education Science, Universitas Siliwangi, Indonesia, [4] Department of Sport Education, Postgraduate, Universitas Pendidikan Indonesia, Indonesia,

Abstract
This research generally aims to obtain facts about the Creativity Level of Physical Education and Sports Teachers in Online Learning during Covid-19 Era and the relationship between age and creativity of Physical Education and Sport teachers. The instrument in this study uses a questionnaire, with 13 statement items which are divided into positive and negative statements, and in which there are alternative response options ranging from Strongly Agree (SS), Agree (S), Doubtful (RR), Disagree (TS) and strongly disagree (STS). The method used in this research is a survey, which was conducted on teachers of Physical Education and Sports in the Tasikmalaya Regency. The results of this study are the level of creativity of Physical Education teachers is not in the High category. The findings in this study are based on research data that show that each category is very low at 5.4%, low at 16.2%, moderate at 51.4%, high at 27% and very high by 0%. The facts on the field show that the creativity level of Physical Education teachers in the Tasikmalaya Regency is in the moderate category. And also that there is a positive relationship between age and creativity in the secondary or equivalent physical education teachers in Tasikmalaya Regency.

Keyword:
Creativity, Age, Online Learning, Physical Education Teacher

*Corresponding address: Perum Mutiara Cilolohan Blok H-1
*Corresponding e-Mail: dickytrijuniar@upi.edu

Introduction

The World Health Organization (WHO) declared COVID-19 hatching a global health emergency, requiring the whole world to limit social, economic, cultural and educational activities (Sohrabi et al., 2020). Indonesia immediately implemented a very strict lockdown and had an impact on schools that had to be closed. The Ministry of Education and Culture (2020) calls for Teaching and Learning Activities (KBM) to use an online system in their homes. Learning from home through online must be

done creatively with the aim of providing a meaningful learning experience for students in completing all of their potential achievements.

Creativity is defined that: 1) the ability to produce something original, 2) on finding relationships between things that have not been connected before, 3) the ability to produce some value.(Wastiau et al., 2009). This is a challenge for Physical Education and Sports teachers regarding the implementation of online learning, while in Physical Education and Sports it is more identical to direct practice guidance which is adjusted according to its development. Physical Education is a learning program that provides proportional and adequate attention to learning domains, namely psychomotor, cognitive, and affective through movement activities carried out in appropriate ways so that they have meaning for students(Rink, 2014).

The role of the teacher here is expected to help consider the gap in access or learning facilities at home (Adisel, 2020). Creative teachers have skills in class management, making presentations, to ask questions, create conceptions, to carry out activities and seek relationships that are presented with reality on the ground (Sani, 2019). Wastiau et al (2009) said that teachers in Europe who have creativity are able to use technology (including the internet) in improving teaching skills, updating knowledge, preparing handouts and teaching materials. For the creativity of teachers to make a positive contribution to increase the development of the creativity of their students (Hosseini & Watt, 2010; Kettler et al., 2018). Creative teachers will have the most success when they use their personal intelligence to select projects that meet their own values and needs and interests of their students (Bramwell et al., 2011). However, research that examines the creativity of physical education teachers are still very limited, which constitutes a limitation of research conducted by Bramwell et al. That participants were only teachers whose creativity had been recognized and not on physical education and sports teachers.

The current challenge faced by all teachers, including Physical Education and Sports teachers, is that learning must be online, so learning must be made creatively, including making interesting learning models and methods (Syaikhudin, 2013). Online learning cannot be separated from the use of technology as a learning medium, be it a smartphone, computer or laptop (Hidayat & Juniar, 2020). Therefore, it is Very important that professional teachers continue to develop their creativity to carry out education and teaching. There are many studies on creativity and factors that influence learning activities, one of which is the belief of the teacher in teaching, hard work and motivation (Horng et al., 2005).

The author finds a gap in terms of creativity which is related to age. Creativity shows a significant decline with age (Alpaugh et al., 1976). Especially in physical education subjects that really need a lot of motion activities. Creativity is often seen in young students, but it may be more difficult to find in adults and older, because their creative potential has been pressed by an environment that encourages intellectual compliance(Sternberg, 2010). The obstacles for teachers in developing their creativity are the application of inappropriate teaching methods and styles, lack of knowledge

and experience from academic and vocational training, lack of interest and motivation, fear of the unknown, new and different (Konstantinidou et al., 2015). But unlike Smith & Van der Meer's research (1990), creativity changes are higher among young people and the Middle Ages. In addition, Kinai (2013) stated that the development of creativity does not depend on the experience of age, gender and teaching. This raises doubts for the author, so the author conducts research to reveal how the level of creativity of Physical Education teachers, especially during the Covid-19 Pandemic, and whether there is a relationship between age and creativity in Physical Education and Sports teachers.

Methods

This study uses a survey method, with the type of Cross-Sectional Design. Because the nature of this research is to survey how the creativity of Physical Education teachers in online learning during the Covid-19 pandemic era. As stated by Creswell (2012) that a cross-sectional study can examine current attitudes, beliefs, opinions, or practices.

Participant

The participants involved in this study were 2 lecturers of Physical Education, 1 student of the Department of Physical Education who was completing a thesis and 37 teachers of Physical Education and Sports for Junior High School and equivalent in Tasikmalaya Regency, Singaparna area.

Population & Sample

Teachers of Junior High School Physical Education and Sports or equivalent in Tasikmalaya Regency, totaling 275 people. Samples were selected from the population as many as 37 people with a simple random method. The researcher chose the Singaparna area because the population of Physical Education teachers was the largest than in other regions. Physical Education teachers have a mean age of 35.51 years with a standard deviation of 9.81 years of age. The lowest age of the participants was 23 years and the highest was 55 years.

Instrument

This study uses a questionnaire instrument to obtain creativity data in online learning. This instrument was made by the author himself referring to the creativity theory by Utari (2020) as many as 13 statement items in which there are negative and positive statements, the Likert scale is used in response choices ranging from Strongly Agree (SS), Agree (S), Doubtful (RR), Disagree (TS), and Strongly Disagree (STS). This instrument has been validated using content validity by three experts in learning, and construct validity to 22 people outside the participants who were selected as samples. The reliability of this instrument using Cronbach Alfa is 0.79 and is in the high category.

Procedure

The research was conducted in the Singaparna area, Tasikmalaya Regency. The author collected 275 Physical Education and Sport teachers from more than 33 Junior High Schools or equivalent in the Singaparna area, Tasikmalaya Regency to ask for permission to become research respondents and then randomly selected using name paper lottery. Respondents then filled out a biodata form as well as a creativity questionnaire in online learning through the google form. The creativity and age score data were obtained from the results of filling out a questionnaire in the google form.

Data Analysis

Testing the research hypothesis, the author uses descriptive and inferential quantitative data analysis. Descriptive data analysis to reveal the mean, standard deviation, median, mode, highest and lowest scores of creativity and age research data. Because the data is not normally distributed (sig. < 0.05), the inferential data analysis uses a run test to test the creativity level of Physical Education and Sport teachers and categorizes the creativity level into five levels based on the mean score and standard deviation (Azwar, 1993; Sudijono, 2016). Testing the relationship between creativity and age using the Spearman Rank. Hypothesis testing is done by comparing the results of p-value (Sig.) with α (0.05). Data analysis using IBM SPSS version 25 software.

Result

The description of the data from the results of the study shows as in the table below.

Table 1. Description of the data

Age	Mean	35,51
	Median	33,00
	Variance	96,201
	Std. Deviation	9,808
	Minimum	23
	Maximum	55
	Range	32
Teacher Creativity Score	Mean	51,95
	Median	54,00
	Variance	68,886
	Std. Deviation	8,300
	Minimum	25
	Maximum	63
	Range	38

The results of the research for the level of creativity in Physical Education and Sports Teachers in Online Learning during the Covid-19 Pandemic are shown in table 2 below.

Table 2. Physical Education Teacher Creativity Level in Online Learning

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Very Low	2	5,4	5,4	5,4
Low	6	16,2	16,2	21,6
Moderate	19	51,4	51,4	73,0
High	10	27,0	27,0	100,0
Very High	0	0,0	0,0	100,0
Total	**37**	**100,0**	**100,0**	

Table 3. *Run Test Result*

	Skor
Test Value[a]	54
Cases < Test Value	16
Cases >= Test Value	21
Total Cases	37
Number of Runs	14
Z	-1,584
Asymp. Sig. (2-tailed)	0,113

a. Median

The results of hypothese tests using a run test prove that H0 is accepted because Sig. 0.113 > 0.05 (Table 3), this means that the research hypothesis on the level of creativity of physical education teachers in the high category is rejected. Based on the data above, it proves that Junior High School Physical Education teachers or the equivalent have a moderate level of creativity (51.4%).

			Usia	Skor
Spearman's rho	Usia	Correlation Coefficient	1,000	.477**
		Sig. (2-tailed)		0,003
		N	37	37
	Skor	Correlation Coefficient	.477**	1,000
		Sig. (2-tailed)	0,003	
		N	37	37

**. Correlation is significant at the 0.01 level (2-tailed).

Test the second hypothesis shows Sig. (2-tail) 0.003 < 0.05. This means that Ho is rejected and H1 is accepted. This explains that there is a positive relationship between age and creativity, the correlation coefficient indicates 0.48 in the middle category (Sugiyono, 2013).

Discussion

Physical Education and Sports teachers really need creativity, especially with the situation and conditions of this Covid-19 which makes practical learning in the field a complete online learning. This has become very different and new for all Physical Education and Sports Teachers to still be able to facilitate students in achieving their potential and competencies, so that this becomes one of the obstacles for teachers in developing their creativity (Konstantinidou et al., 2015). Therefore, Levels of creativity, still in the middle category, indicate that students need to adapt to situations and conditions in order to have useful and meaningful learning. Because it is difficult for teachers to regularly integrate creative education into their daily teaching (Huang & Lee, 2015). Creativity for teachers is about creative thinking as a learning goal, learning strategies used to develop the knowledge and personality traits necessary for creative behavior in specific domains, and assessment methods used to evaluate creative products (Andiliou & Murphy, 2010). So that in the end this creativity will provide full support for creative learning, in order to be able to motivate students to be more creative in thinking or acting. The development of teacher creativity needs to be supported by various forms of training or programs that are tailored to current needs, especially learning that must be online-based.

Other findings improve research conducted by means of Smith & Van der Meer (1990) that a person's creativity is greater visible and better at young and middle age. The results of this take a look at show that there may be a fine relationship among creativity and age, especially for Junior excessive school physical schooling teachers or equal. The more the teacher gets older, the emotional maturity in acting will be better in solving problems in the field. This is reinforced by research by Indah et al., (2015) that when teachers are emotionally mature, they are expected to have a positive attitude towards their profession. Teachers tend to recognize, feel and act based on the code of ethics and professional organizations that apply to the performance of their positions and duties.

The limitations of this study are as follows: 1). Physical education teacher participants were only selected in a limited area, future research could expand the research subject so that the data obtained could increasingly describe the truth. 2) The instrument used in collecting data is only one form, namely a closed questionnaire that is made by itself based on theory, it is better for future research to use standardized instruments and add other instruments such as interviews or documentation. 3) The data analysis used is non-parametric statistics which has weak

analysis, future research will try to use parametric statistics so that the strength of the analysis can produce good conclusions. 4) This study only discusses the relationship between age and creativity, so the information conveyed is too narrow and scanty. Future research will try to add other variables to predict its effect on the development of creativity, for example, facilities and infrastructure, motivation, self-confidence, habits or hobbies and others.

Conclusion

The conclusion of this study is that the creativity level of middle school physical education teachers or equivalent teachers is in the middle category. For this, creativity development through appropriate training programs suitable for the times and situations is required. On the other hand, in Tasikmalaya Regency, it was found that there was a positive correlation between the age and creativity of middle school physical education or equivalent teachers. This will increase your creativity as you get older, as you will have more experience solving problems in this area.

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