



Teachers' Teaching Creativity at Language Development Center of IAIN Padangsidimpuan

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Abstract

Teachers' teaching creativity could facilitate effective learning and influence students' learning motivation. It also creates the classroom not only just teaching, giving knowledge, and transferring information, but it also can give interest and extra experiences for students. The aim of this study was to investigate how teachers implemented their teaching creativity in EFL context. Then, this study was in a form of qualitative research applying descriptive method in analyzing the data. Five qualified English teachers at Language Development Center of State Institute for Islamic Studies Padangsidimpuan were purposively chosen as participants of the research. In addition, observation and interview were conducted to collect the data related to the implementation of teachers' creativity in teaching English, and descriptive data analysis was used in analyzing them. Finally, related to the finding, this study conveyed that teachers' teaching creativity was resulted from teachers' sharing session and teaching observation. Then, teaching creativity were seen from several aspects; teachers often applied various "ice breaker" activity, they always implemented games in teaching, the teachers also could develop meaningful and contextual material, and they could make use limited media becoming useful and interesting.

Keywords: Creativity; English; Teaching

Introduction

Teaching creativity is a thing that must be taken into account by the teachers. It means that the teachers should be creative in providing the materials, teaching the knowledge, developing the strategies in teaching, using the media, applying the methodology in teaching and assessing the learning outcomes. This is in line with Manurung's (2012) finding mentioning that teachers' creativity influences students' learning motivation, and Richard's (2012) argument saying that teachers' creativity is essential to facilitate effective learning. Why do the teachers have to be creative? The answers for the questions could vary. First, it is assumed that teaching creativity could create the classroom not only just teaching, giving knowledge, and transferring information, but they also can give interest and extra experiences for students. In line with this argument, Davis (2018) states that creativity will lead the teachers to become interested in teaching, and make the classroom more fun and enjoyable. In fact, creative teaching could create knowledge, experiences and ideas which are imaginative, logical, intuitive, unique, and constructive (Burnage, 2018 and Philip, 2015).

In the context of teaching English at Language Development Center of IAIN Padangsidempuan, English is one of the compulsory lessons that every student has to take at the first semester and this is called as English intensive program. This program has been running since 2015. In this program, English is taught to all students in all faculties in which the students learn English formally for one and a half hour a day from Monday to Friday. During the program, there have been problems as well as challenges that both students and teachers face in the classroom.

In relation to the challenges that students have during the learning, some cases will be elaborated here. Students' lack of motivations and laziness are the dominant problems that always happen in the English intensive program. Then, some students tend to come late and even leave the classroom during the lesson. That is absolutely because the students have to learn English intensively one and a half hour a day in a year. Moreover, some students who are categorized as lower ability students tend to experience lots of difficulties in following the materials timeline and going with the massive learning program. Furthermore, monotonous and traditional teaching and learning methods normally make students bored and less interest in learning English so that causes failure and absence during the lecture.

To solve the obstacles described above, there have been lots of actions done by the Language Development Center. First, the Language Development Center points some English coordinators to check the teachers' lesson plans and to see their preparations before teaching. Thus, the coordinators will check the lessons plan written by the teachers every week. Besides, the teachers are also provided with two days for sharing the teaching strategies and interacting with their colleagues. Moreover, the teachers are assigned to record their teaching games or ways and share the games to their colleagues so that every teacher can apply it in their classroom. It means, the teachers who are lack of ideas or do not have enough time to share with their colleagues will have a chance to implement teaching methods or games that are published by other teachers. In short, teachers are required to be creative in teaching.

There have been lots of researches conducted by many scholars related to creativity. One of them is *Mahayana et al* (2020) who prove that the teachers rarely teach based on the lesson plan, teach inductively, and conduct innovative learning by using technology as learning media. The teachers mainly focused on using same media in several meetings, conduct monotonous teaching activity. Then, Then, *Adriansen* (2010) found that both creativity and criticality were important in academia and both could not be separated. Moreover, *Hana and Hamada* (2020) investigated teachers' perceptions about creativity and its incorporation in the English foreign language (EFL) Classroom. They found that teachers hold positive perceptions about promoting creative thinking in the EFL classroom, they generally consider creativity as a quite confusing concept and have uncertain knowledge about its characteristics.

In addition, *Juandi and Sontani* (2017) discussed about teacher's teaching skill and creativities as the factors that strongly assumed to influence students' learning achievement and they found that teacher's teaching skills and creativities were strongly correlated with student learning achievement, both partially and simultaneously. The findings can have implications on the teaching and learning process involving teacher and students, and also as an educational assessment to improve teacher's teaching skill and creativities as a strong predictor variable to create better student learning achievement. Furthermore, *Cimermanov* (2015) explored the necessity and implications of developing creativity in groups of pre-service teachers and found that the ability to create interesting materials for their students with activities is not 'traditional'.

Related to the previous part elaborating about recent studies related to teaching creativity, this research was different in terms of participants of the research who were directed to teachers who teach at university students. This

research was also conducted by implementing qualitative design applying observation, and interview to get deep data related to how the creativity. Then, the implementation of creative teaching using games became the main focus of this study, so the finding which was about the implementation of games would become the novelty from this research. There was one research questions that became the research objectives i.e. how the teachers implement their teaching creativity in teaching English.

Method

This study was done based on the concept of qualitative research principles since the objective of this research was to investigate teachers' creativity in teaching. Then, type of the qualitative research that was applied is a descriptive qualitative research type. The participants of the research were chosen from English teachers who teach English at Language Development Center of IAIN Padangsidempuan. From 56 English teachers, 5 teachers were purposively chosen due to their teaching professionalism and qualification. This research applied triangulation data collection technique namely; observation and interview. Observation was basically conducted in order to analyze teachers' actions in implementing their creativity in teaching. In other words, the teachers were observed related to how they implemented their creativity in planning the lessons, providing the media, finding out the method, and implementing the method in teaching. Then, interview was conducted to find the information that need to be sharpened. Finally, this study used technique of data analysis suggested by Miles' and Hubermn in Sugiono (2018) which covers three steps, namely; data reduction, data display, and data conclusion.

Results

How the Teachers Implement Their Creativity in Teaching

Based on the data derived from the observation, it was conveyed that there were many ways of how the teachers implemented their teaching creativity. The teachers' teaching creativity can be seen from several aspects of teaching like starting the class with fun "ice breaking" activity, making use of interesting media, bringing students into real-world language practices, varying the ways of giving punishment, using additional materials, and using various games in teaching. Here is the detail description for each aspects found.

1. Sharing Games and Teaching Observation as Sources of Creativity

This study observed that language development center of IAIN Padangsidempuan really committed to build and facilitate the English teachers' teaching creativity. There were two ways; sharing games and teaching observation; that every teacher had to join during their teaching. The data from observation showed that the English teachers had to attend sharing games discussion once in a week. During the discussion, some teachers had turns introducing new games and strategies for the upcoming lesson. Then, related to the teaching observation, the interview data conveyed that the teachers had an opportunity to observe their colleagues' teaching and being observed by other teachers.

Based on the interview with the ten respondents, there were benefits of sharing games and teaching observation that had been felt by the teachers. They were: First, sharing games and teaching observation could add ideas and knowledge in teaching. The forms of ideas were about interesting activities and games that could be applied in the classroom. Then, the idea was also in the form of creative material, media, and activities to be applied in the classroom. Related to this argument, one of the research respondents said:

It is very useful to work with colleagues, for example sharing about material, methods and games that can improve the teaching process in the classroom.

From the quoted statement, it is known that teachers feel the usefulness of the sharing game to support their teaching creativity, and they take advantages this activity as a place for sharing teaching materials, media, and methodology.

2. Starting The Lesson with "Ice Breaker" Activity

The first implementation of teaching creativity can be seen in the ways of how the teachers begin the lesson by applying warmer or ice breaker activity. This study observed that ice breaking was an activity that all participants (five teachers) never forget before teaching. The ice breaking activity was done five to ten minutes before the main activities. From the first up to the third observation, the teachers could vary the activities that related to ice breaker. The examples of ice breaking activity that seen during the observation in the class is shown on table 1.

The previous table shows the elaboration of examples related to ice breaker activity that the teachers applied before they started teaching. From the table, it is known that some teachers implemented similar activities of ice breaker with other teachers. In other words, the ice breaker activities had been shared in the sharing session, and all the teachers can implement them in the classroom. However, there were also some creative teachers who applied different activities from their colleagues.

Looking at the variations of activities applied by the five teachers mentioned

in the previous part, it is conveyed that creative teachers could vary the ice breakers activity to make students motivated and not bored at learning. In other words, the teachers who could teach with various ways were regarded as creative teachers.

1. Making Use of Limited Media to Become Interesting

From the observation, this study found that all participants tended to use audio media in teaching like the use of music on mobile phone or laptops. The music was used to stimulate the students' motivation and interest while playing games as well as practicing the language. Then, cards were also used very often. When there were no cards, the teachers would use cuts of empty papers.

Table 1 .Examples of Ice Breaker Activity Implemented By the Teachers

No	Teachers	Examples of ice breaking activity
1	Teacher 1	2. Throwing ball and saying words 3. True and False 4. Clapping hands
2	Teacher 2	1. True and False 2. Alphabets 3. Jumping right/left
3	Teacher 3	1. Guessing words 2. Run and slap 3. True and false
4	Teacher 4	1. True and false 2. Board Race 3. Miming
5	Teacher 5	1. Chain words 2. Miming 3. True false
6	Teacher 6	1. Chin words 2. Board race 3. True and false
7	Teacher 7	1. Miming and guessing 2. Singing song 3. Jumping right or left
8	Teacher 8	1. Board race

		2. Singing songs 3. Run and slap
9	Teacher 9	1. Chain words 2. True and False 3. Miming
10	Teacher 10	1. Board Race 2. Clapping Hands 3. Up and Down

In addition, due to the limitation of the students' use of technology (students were forbidden to bring mobile phones), the teachers never asked students to practice language using mobile phones. Then, the teachers never used PowerPoint slide show using projectors during the lesson. In short, technology was very limited, yet they could take advantages from used papers where could be used to write words, sentences, pictures, signs, and drawings.

Moreover, this study found that though the media used were very limited, the teachers could modify the available media to be used interestingly and usefully. The examples of media used by the teachers in teaching English in three times observations are shown in table 2.

Bringing some tools or media to stimulate students' learning was an example of teaching creativity implementation. Then, including a fun game or forms of visual exercise made students excited and kept them interested in the learning process. In other words, using tools that stimulate creativity was an effective method because it could identify the creative abilities of each student. Bringing creativity into all subjects was a fun and less boring way to encourage and explore their ideas.

Table 2. Types of Media Used by the Teachers

No	Teachers	Examples of media
1	Teacher 1	Songs, cards, papers
2	Teacher 2	Colored markers, papers, songs
3	Teacher 3	Songs, ball, colored papers
4	Teacher 4	Colored markers, songs, balls
5	Teacher 5	Pointers, papers, songs
6	Teacher 6	Cards, songs video
7	Teacher 7	Papers, songs, ball
8	Teacher 8	Songs, colored papers,
9	Teacher 9	Papers, balls, colored markers
10	Teacher 10	Colored markers, papers,

		songs
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5. *Bringing Students into Meaningful Language Practices*

In relation to language practices, from the observation, this study found that the teachers always ask students to practice English especially speaking skill by relating it to students' own experiences. The lesson was seen meaningful because the students talked about their selves experiences. The examples of learning materials together with the real life experiences that the students practice can be seen on table 3.

Table 3. Examples of Material Development Used by the Teachers

No	Teachers	Materials	Description of the activity
1	Teacher 1	Grammar (There is/are)	Students tell what there is/are in their bags
2	Teacher 2	Grammar (Adjectives)	Students describe their neighborhood using the adjective
3	Teacher 3	Grammar (Was/were)	Students ask and answer about their favorite movie when they were children
4	Teacher 4	Grammar (Past simple) (verbal sentences)	Students tell about their last holiday
5	Teacher 5	Vocabulary (years)	Students tell about their family birth years
6	Teacher 6	Speaking (Giving an opinion)	Students ask and answer their opinion about living in Ma'had (boarding school)
7	Teacher 7	Vocabulary (weekend activities)	Students list their weekend activities
8	Teacher 8	Grammar (Past Simple questions)	Students ask and answer
9	Teacher 9	Speaking (shopping)	Students do role play

10	Teacher 10	Vocabulary (tourism places)	Students list some tourism places at their hometown
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Looking at the examples of teaching material connected to students real life experiences, it is conveyed that the teachers can adapt the material into meaningful learning that will help students to understand the material easily. In other words, teachers are regarded creative when they are able to develop learning material into meaningful learning process. Of course, creative material development is very important to do because that can help students to achieve and acquire the language easily and effectively.

6. Varying The Ways of Giving Punishment

In giving punishment, this study observed that most of the teachers had very unique ways like dotting their faces and asking students to make sentences when they come late. Then, two teachers preferred to put on powder and lipstick on students' face when they could not answer the questions. In addition, some teachers liked to give punishment by asking students to sing short songs.

Then, this study also proved that punishments was a must thing to give because students felt more encouraged when the learning activities were followed by giving punishment for students who could not answer the questions or the quizzes. However, it was found that the punishments did not make students ashamed or intimidated. In fact, funny punishment could result in fun lesson that full of laugh and happiness.

7. Using Additional Materials

In relation to the learning sources and material, it was found that the teachers have to use the students' book and textbook proposed by Indonesian Australian Language Foundation (IALF) which has cooperation with Language Development Center of IAIN Padangsidimpuan. However, from the observation conducted, this study saw that there were three teachers (participants 2, 4, and 5) who also used additional material from the internet and other textbooks.

From the interview held, those teachers said that they often got the additional material from internet. They need supporting media as well as material like pictures, reading texts, and additional listening material such as songs. In addition, two participants (teachers 2 and 4) always provided additional materials because they teach in a classroom that has high proficiency level students, so the students usually can finish the material from the book before the time ended.

8. Implementing Various Games

This study approved that the teachers in language development center of IAIN

Padangsidimpuan could foster their creativity through sharing games. Sharing games means here is the activities in which the teachers find out some interesting games and they share it with their colleagues. Based on the data derived from the observation, there were many kinds of games that the teachers usually applied in the teaching process, namely:

1. Cards Games

Most of the teachers use cards to teach certain skills such as grammar, reading, writing, and listening. This study sees that the teachers often cut some empty papers into pieces and write some words and sentences on it. For example, the cards are used to teach reading text. The questions from the texts are written on the cards and the answers are written on other cuts. So, the students are assigned to match between the questions and answers. This also happens in teaching vocabulary and their meanings.

2. Pictures and Drawing Games

This study finds that this kind of games is one of students' favorite games. It is seen that the teachers are creative enough to make use pictures in teaching, for example teaching vocabulary and grammar. In teaching vocabulary, the teachers show some words to some students and ask them to draw them on the board and the other students guess the pictures that are drawn. Then, in teaching grammar, the teachers often use list of pictures and the students are asked to construct sentences from the pictures.

3. True and False Games

From the interview result, it is interpreted that most of the teachers like to give T/F games or True and False games. This game is mostly applied in teaching reading and grammar. In teaching reading for instance, the lecturers ask the students to read short paragraphs of the text and they have to remember what the texts contain. Then, the teachers will pick up some statements from the texts in which some of the statements are true or false. In applying the games, the teachers will state the statements and the students will show the true or the false cards related to the statement.

4. Miming Games

Despite the previous games, miming games are also categorized into teachers' favorite games. It is observed that some teachers apply miming games in teaching vocabulary and grammar. In teaching vocabulary for example, the teachers

will list some important vocabularies and divide the students into groups. One of the group members will look at the vocabulary shown by the teachers and she/he will mime it to the other members and the member will guess what the word is. In addition, in teaching grammar, the teachers also teach some tenses for example present continuous. The teachers will ask the students to write sentences in groups. Every group will mime the sentences and other groups will guess and write the sentences on pieces of paper.

5. Find Someone Who Games

From the observation result, it is found that the teachers also sometimes implement and modify "find someone who" games in teaching one of skills such as speaking. For example, the teachers ask students to have mingling activity and get them to talk not only to one student but also to many students. Through the use of "find someone who" games, the students will be enthusiastic to talk to their friends because they will talk to many different friends and practice their speaking ability more frequent.

Discussion

1. Sharing Games and Teaching Observation as Sources of Creativity

The result of the research convey that sharing games and teaching observation are two ways of helping teachers to become creative in their teaching. It is because during sharing games and teaching observation, the teachers could add their ideas and knowledge in teaching. The forms of ideas are about interesting activities and games that could be applied in the classroom. Then, teachers feel the usefulness of the sharing game to support their teaching creativity, and they take advantages this activity as a place for sharing teaching materials, media, and methodology. Related to the previous statement, Sari (2018) in her research mentions that games are very helpful in building students' engagement in learning English, and the games can become beneficial strategy to be implemented.

2. Starting The Lesson with "Ice Breaker" Activity

The research finding also shows that "ice breaker" is an activity which can be implemented as an indicator of creativity in teaching. In other words, the teachers can be regarded as creative when they can vary new ideas (Sari, 2018) which in this case it is about the activities of ice breaker in every lesson, and the ice breaker is related to the material that will be taught. From the ice breaker activity, the teachers can motivate students' readiness in learning and encourage them to have active engagement in learning.

3. Making Use of Limited Media to Become Interesting

Related to the use of media, all participants tended to use audio media in

teaching like the use of music on mobile phone or laptops. The music was used to stimulate the students' motivation and interest while playing games as well as practicing the language. Then, cards were also used very often. When there were no cards, the teachers would use cuts of empty papers. From this research result, this study sees that creativity can be seen from the teachers who can make use and take advantages from available and used media at their environment (Wibowo, 2018). This can be seen from the fact that English teachers at Language Development Center of IAIN Padangsidempuan, frequently use simple but useful media like the use of used papers, balls, pictures, and songs.

4. *Using Additional Materials*

This study sees that the ability of teachers in developing their teaching materials is one of the indicators of teaching creativity (Sendurur, 2018). In other words, the English teachers of Language Development Center of IAIN Padangsidempuan are obligated to use the similar English Textbook, yet the use of additional materials from the internet are allowed. In fact, the teachers could make use the internet resources to make the ir teaching more interesting and creative. For examples, the teachers often use pictures, texts, games, and exercises taken from other resources to support their teaching, which means that the use of those additional developed learning material make the learning more interesting and improve students' active participation.

5. *Bringing Students into Meaningful Language Practices*

From the previous finding, this study sees that incorporating real-world experiences into every material that the teachers deliver make teaching moments more enjoyable and enrich classroom learning (Ahmed, 2017). Then, associating and demonstrating through real-life situations will make the material easy to understand and easy to learn. This will spark their interest and get the students' excited about listening and practicing. Thus, teachers' ability in designing the material in this study is regarded as creativity in teaching.

6. *Implementing Various Games*

This study approves that the teachers in language development center of IAIN Padangsidempuan could foster their creativity through sharing games. Sharing games means here is the activities in which the teachers find out some interesting games and they share it with their colleagues. This statement means that using games in teaching can create creative, interesting, and fun teaching (Hang, 2017).

There are kinds of games which can be applied, and those games must be used variously from one lesson to other lessons to avoid students' boredom. In other words, the teachers can be regarded creative when they can vary the games that they apply in teaching (Sari, 2018).

Conclusion

This study concludes that the implementation of teachers' teaching creativity can be seen from several aspects. In the context teaching English at Language Development Center of IAIN Padangsidimpuan, teaching creativity could be resulted and derived from the process of sharing games and teaching observation. Then, teachers' teaching creativity is also implemented by applying ice breaker activities before the lesson is started. In addition, the use of various games in teaching is also the example of creativity in teaching, in which the games could create students' active learning engagement and motivation. Moreover, teachers' ability to make use new teaching media in the context of limited access to technology is regarded as creativity. Furthermore, teachers' ability to make something new and unique from the aspects of giving feedback and punishment is also an implementation of teaching creativity. This study is very limited in terms of the design which is directed to purely qualitative research, so there will be a recommendation for future research to conduct both qualitative and quantitative. Then, there is also a need to have more than one focus like adding another research focus about exploring students' perception toward teachers' creativity.

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