Teachers' Creativity in Designing Online Learning Activities to Foster Literacy for University Students

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Abstract:
Today's literacy requirements call for adept readers to be able to do more than just "read between the lines". Creativity is very important since the changing era and development technology in online learning. The aim of research is teachers' creativity in designing online learning activities to foster literacy for university students. The method of this research was descriptive qualitative research. In data collection techniques, researchers used online questionnaire techniques to obtain information. The questionnaire in this study was organized into 10 open-ended statements, compiled in a Google form to make it easier for researchers to obtain research data. In the data analysis technique, the researchers continued the analysis by looking at the answers to the questions that were distributed to the Google form. The result of this research showed that most of the lecturers understand the concept of "creativity" quite well. The findings of this result showed that several lecturers respond the questions about the notion of "creativity" based on their own experiences and elaborate some teaching techniques, various media, and some gadget application to refresh students' interest on the subject. The implication of this research was many lecturers has to create creativity in online learning activities to foster literacy for university students.

Keywords: Teachers' creativity, online learning, literacy

1. INTRODUCTION

Due to the inability of teachers to interact face-to-face with students while presenting the material, there were issues during the online learning as impact of Covid-19. Most teachers are advised to deal with the numerous issues that come with online learning. By employing the appropriate media in online learning, teachers should create better ways to teach the course, subject, source, and interactive media to students. In some circumstances, the teachers should encourage students to use applications like Android for learning. This program is educational material that can assist the teachers' classroom management system. For the teachers, this condition presents a number of difficulties. This is some articles mention most of students felt difficult to understand the material if the teachers taught monotonous ways (Yanti, 2021; Rifiyanti, 2020; Susila et al, 2023). If this condition is not changed, it will be a problem to the students' literacy.

The necessity to create a literacy in a society is a topic of concern everywhere in the world. Two thirds of adults over the age of 15 who are illiterate are women (Britt et al., 2018). This excludes the sizable population of persons who, although believing themselves to be literate, lack the necessary reading skills to complete even the most basic functional literacy activities. Indirectly the condition of the Covid-19 pandemic will change

everything activities both in terms of technical preparation and technical implementation as stated by Mahyoob (2020), of course taking into account the safety and health of all educators without exception.

Activities to foster literacy for students teaching and learning which was originally carried out in schools with face to face, has now become learning at home based on government recommendation via online. Online learning can use digital technology, such as Google classroom, learning center, zoom, video fusion, phone or real-time chat, and more (Yanti, 2021). Yet that to do is to provide homework through supervision teachers in LMS so that children can learn monotonous (Rosyadi & Utami, 2023; Sujarwo et al., 2020). Then, teacher can also work with parents at home via video call or email photos of children's learning activities to foster literacy for students at home to ensure there is interaction between teachers and parents. Teachers must have creative in doing online learning like utilizing technology for 21st century (Jacobs & Ivone, 2020; Sakulprasertsri, 2017).

Technology is thought to benefit the community, especially teachers. Technology must be used in both the teaching and learning processes. Both students and teachers can conduct informational searches on the internet from an infinite number of sources because technology plays a significant role in people's lives today (Rifiyanti, 2020; Ryan & Deci, 2018). Unfortunately, not all regions in Indonesia have seen an equal amount of educational reform. Some of these gaps are inaccessible due to the location of various facilities. The success of the technology learning process depends on infrastructure and human resources. Additionally, technology can help students learn so they can address issues they encounter like using Edmodo stated in Abbas & Yusuf (2020) and telecollaboration, stated in Helm (2015).

Teachers must use their creativity to foster students' literacy to come up with solutions for managing classes, creating curriculum, creating teaching materials, choosing and utilising learning media, and assessing the teaching and learning process when putting home learning programmes into place in order to address these problems. Teachers' creativity in teaching contributes to the students' interest because it can improve the students' motivation in learning. Teachers' creativity and ingenuity in increasing learning quality have grown even more in demand in the twenty first century. Teachers in the twenty first century must help students develop 4C competences, which include critical thinking and problem solving, creativity, communication skills, and collaboration (Sakulprasertsri, 2017). Most of the teachers' creativity can motivate the students to help students development in 4C competence. However, the teachers do not focus on 4C competence in online learning.

In 4C competence, creativity should not just belong to the students. The teacher must also take ownership of creativity. It has to do with initiatives to create a positive learning environment in the classroom that actively supports student motivation. In the teaching and learning process, teacher innovation is crucial (Çevikbaş & Argün, 2017). To boost their creativity in the teaching and learning process, teachers need to develop this skill through training and adaptation to something new, not as a barrier but as information. According to Husin (2016) the teachers' creativity in the classroom transforms concepts, procedures, and instructional materials. The idea of renewal involved creating something entirely new, combining, or changing the old in some way. Creativity may improve the learning environment in the classroom and encourage students to use other talents. In short, innovation in teaching as teachers' creativity has to be planned before starting the online class but not all teachers plan well.

The portraits and problems of online learning to foster students' literacy are certainly not easy for teachers to deal with. Teacher creativity is important in online learning problem. Problems will arise in the implementation of distance learning, online learning (Rifanti, 2022), if the creativity of the teacher is low. The creativity of teachers in designing online learning in certain course at the university level should be paid attention to reach the effective online learning. Innovation in teaching is one of the part of teacher creativity. The technique of teaching by Graves (2000), and about teaching practice by Harmer (2003), literacy (Westby, 2004). The gap of the research is to find out the solution of problems faced by teachers in online learning. The previous researchers just focused on the students' perception, not detail in the way of creating creativity as solution of problems. The English teacher should read several techniques in English teaching to keep creativity combined the sources.

It is different from in the higher education level, the lecturer in higher education like in Sekolah Tinggi Bahasa Asing Persada Bunda should delivered the learning by combining the video in Google meet or zoom and Google classroom. This combination is part of online learning regulation from the institution. To see the teacher or lecturers' creativity in Sekolah Tinggi Bahasa Asing Persada Bunda is interesting to be analyzed in this research.

In the explanation of previous paragraph, the researcher summarizes 4 studies that are relevant to the topic about online learning of this research. First, the research conducted by Rahmayanti & Mubarok (2022) is about English teacher creativity in designing online learning activities during Covid -19. The findings of the research showed that creative activities for creating online learning activities include selecting engaging online learning activities, selecting ones that are appropriate to the situation, allowing for student-teacher consultation time, providing time for questions and answers, paying attention to student problems, taking into account the backgrounds of the students to be taught, and adjusting the skill to be taught. Second, the research is conducted by Nuraini, et al. (2023), about The Creativity of Teachers Using Online Learning Media in Pandemic Covid-19. From the findings revealed that teachers that are creative will keep coming up with engaging lessons to enhance quality, resources, methods, media use, and classroom management. Third, the research conducted by Rosadi & Utami (2023) entitled Analysis of Student Interests and Learning Outcomes related to Biology Teachers' Creativity in Using Learning Management Systems in Pandemic Period. The findings showed that Teacher creativity in using LMS can influence student learning interest, but it cannot have a substantial impact on student learning results, which can be impacted by various internal and external variables. From the previous studies, the researchers analyze the similar topic about teachers' creativity in online learning by knowing the notion of creativity, the way of creating creativity, the way in increasing the creativity, and solving problem existed in online learning.

The research's findings provided highly useful information for selecting the best teaching methods in the future, gathering resources, selecting the best ones, and participating in online classes. This is the reason the researchers focused on teachers' creativity in designing online learning activities to foster literacy for university students.

Based on the background and focus of the research above, the formulation of the problem proposed is as follows. First, how is the creativity teachers' in designing online learning activity to foster students' literacy in higher education? Second, how do you solve the problem in designing online learning activity to foster literacy in higher education?

2. METHOD

In this study, the researchers used a qualitative research approach. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Creswell, 2012). The research pressure is on the process. Qualitative research approach can describe the sentence in writing and orally. The presentation of data can be in the form of levels or levels and the resulting data must be subjective.

This type of research used in descriptive qualitative research. The author immediately conducts data analysis by enriching information, looking for relationships, comparing, and finding patterns on the basis of the original data (not transformed in the form of numbers). The results of data analysis are in the form of an explanation of the situation under study which is presented in the form of a narrative description. The nature of data exposure generally answers the questions why and how a phenomenon occurs. This research takes the type of method because it can find out educational activities that occur directly in the field for improvement of the educational process. In data collection techniques, the researchers used online questionnaire techniques to obtain information. The questionnaire in this study was organized into 10 open-ended statements which essentially relate to online learning creativity. The questionnaire was compiled in a Google form to make it easier for researchers to obtain research data.

The questions in questionnaire are described to answer the formulation of the research. For answering the first formulation "the teachers' creativity in designing online learning activity to foster literacy": "Mention a notion or definition of creativity?". "How do you bring your creativity in English teaching?", "How do you increase your creativity in teaching?", "How are the learning methods you apply during this online learning at STBA Persada Bunda?" It was started by the notion of creativity, focusing on points how to bring creativity in online learning, finding the method used in online learning, learning material use to support that online learning activity. The second formulation "To solve the problem in designing online learning activity to foster literacy in higher education": "How do you solve the problem during teaching by online learning?", "Using your creativity in online learning, are you developing online learning activities?", "How do you determine the online learning activities that you will develop?", "How do students responds when they are using the online learning activities that you created?". It was started by the teachers' creativity by finding the way how to develop teachers' creativity, by looking for the students' response of teachers' creativity, and so on.

In the data analysis technique, as a process of systematically searching and compiling the data obtained from the questionnaire results from the Google form, the researchers continued the analysis by looking at the answers to the questions that were distributed to the Google form. The researchers looked at and categorize into understanding creative terms, examples of teacher creativity in carrying out online learning, the use of teaching materials and how to create creativity during online learning. This is detailed with the aim of making it easier for researchers to search and find findings in research that can be informed to others, choose which ones are important and what will be studied, data analysis is carried out by compiling data, describing it as a unit, compiling it into a pattern, and drawing conclusions that can be shared with others (Creswell, 2012).

3. FINDINGS AND DISCUSSION

In this point, the researchers explained the result of the research by answering the questions in the Google form and based on the objective of the research. First, the teachers' creativity in designing online learning activity to foster literacy in STBA Persada Bunda by starting the notion of creativity, focusing on points how to bring creativity in online learning, finding the method used in online learning, learning material use to support that online learning activity. The second, to solve the problem in designing online learning activity to foster literacy in higher education, the teachers' creativity is by find the way how to develop teachers' creativity, by looking for the students' response of teachers' creativity, and so on. In discussion, the researchers gave the detail information of answering the formulation in this following paragraph.

1. The Teachers' Creativity in Designing Online Learning Activity to Foster Literacy in Higher Education

During online learning to foster literacy, it is necessary for students to study from gadget. This will indirectly change world of education in terms of learning. It happened at the Persada Bunda Foreign Language High School, that must implement the implementation of online learning or PJJ (Distance Learning) as recommended by the government. The existence of new policies from the government also affects the system of learning in terms of the use of the media. At Persada Bunda Foreign Language College, there are several media that English teachers use in mass online learning, like WhatsApp, Google meet, Google classroom, and power point. The use of several media in online learning also explained by (Sakulprasertsri, 2017), they combined media like WhatsApp in supporting online learning. After the researchers described about media used in online learning, the researchers tried to explain in brief explanation of research problem about teachers' creativity in designing online learning activity at STBA Persada Bunda. To know more the creativity created by the lecturers, the researcher tried to ask their opinions of the notion of creativity, the way of creating creativity, and the way of increasing creativity. To see more detail, it can be seen in the following paragraph

The Notion of Creativity Given by the Lecturer

The first thing that underlies teachers' creativity is the notion of creativity itself. Several lecturers respond this question about the notion of "creativity" based on their own experiences. This is very good input since the concept of creativity based on (Barbot et al., 2011) was being questioned related to the issue of notion of creativity itself. From the data showed that most of the lecturers understand the concept of "creativity" quite well. This can be seen from some of the lecturers' answers which are shown below.

Lecturer 1: "Creativity is the heart of the motivational classroom. It empowers students and teachers to express ideas and opinions in unique ways." This quotation emphasizes should make the motivation in the classroom as the heart of leaning. This creativity will give benefit to student expand the ideas opinion. Another response from the respondent is like lecturer 2: "Creativity is new innovations we create to improve an object or a situation." This means that there is innovation to improve one object and in part of creativity. The other notion of creativity can be seen in the following response like lecturer 3: "Creativity means producing, creating and combining unusual ways/strategies for better usage." There are three elements mentioned in giving notion of creativity like producing, creating, combining strategies. Lecturer 4: "How to create a creative work or making something new". In this point, the lecturer is to create something new that can use in online

learning. Lecturer 5: "Yes, it's kind of improving the skill of teaching and does some innovation in the way of teaching". This lecturer 4 and 5, the teachers make some innovation as the something new or add the common things in online learning to learn creatively. From the explanation of several data above, it can be concluded that the notion of creativity is to bring the changing into new forms to better situation in learning environment. It is in line with the researchers like Husin (2016); Çevikbaş & Argün (2017) done the research about the use of technology for online learning as teachers' creativity in classroom.

The Way of Creating Creativity in Online Learning to Foster Students' Literacy

After the respondents give the notion of creativity, the point of question "How do you bring your creativity to foster students' literacy?". Some respondents respond about the way of creating the creativity to foster students' literacy of online learning.

Lecturer 1: "I usually used creative instructional strategies to foster literacy, models, and methods as much as possible in a variety of domains. Model creativity to foster literacy in the way I spoke". Based on the information from the respondent, learning model to foster literacy should be one of the main points adapted or adopted in online leaning in a variety of domains. It can be stated that the way of creating creativity as part of teachers' creativity in designing online learning activities to foster literacy for students.

Lecturer 2: "Elaborate some teaching techniques, various media, and some gadget application to foster literacy on the selected subject. One more thing, I don't rely my assessment on written form only but some in the project form". From the statement of lecturer 2, the respondent share information about elaborating technique, media, and application to foster literacy and also creating the complex assessment to be creative online learning activities.

Lecturer 3: "Deliver the material to foster literacy to the students in creative way (by using variation of technology and media)". From this statement, the respondent actually gives the supporting system to deliver learning material to foster literacy in creative way. It is actually part of teaching technique that support online learning in creating creativity to foster literacy.

Lecture 4: "I incorporate both text and context in any subjects to foster literacy, so if I teach new topic to my students, I always try to relate it to their reality today". Based on the statement, the respondent tries to create the creativity in online learning by used both text and suitable context by relating the subject to the real life to foster literacy.

Lecturer 5: "As long I teach my subject, I don't take it so seriously in teaching or Have fun! And also foster literacy to students". From this statement, the respondent tries to be formal however to be fun in order to get in touch with the student.

From the data above, it can be concluded that the way of creating creativity was the lecturer used some variation way in strategies, models, methods, elaborated various media, some applications to foster literacy, make a fun learning, relate the material to the real life, and delivered material in various way to attract the students' attention to listen and learn the course. It is in line with Husin (2016) that the teachers' creativity in the classroom transforms concepts, procedures, and instructional materials. the statement about the lecturer or teacher should be used some combinations in teaching to create creativity to foster literacy as stated by Zhao et al. (2021).

The Way to Increase Creativity to Foster Literacy

In the way of increasing creativity in online learning to foster literacy, the respondents respond it by method of teaching. It is in line with the following statements about answering the question of the other "How do you increase your creativity in teaching to foster literacy?"

Lecturer 1: "By implementing the method of teaching and need creativity." In this lecturer, the way of increasing creativity in online learning is method and based the need analysis. It is good answer in term of increasing the creativity that is looking at the student needs, environment needs for the need analysis. If the need analysis has been analyzed, the creativity in designing online learning activity becomes increased in some cases.

Lecturer 2: "I study everyday as well so I can keep up with today's technology and knowledge, I am afraid of becoming obsolete, and I want to be able to answer every question my students have. Trying to find student's interest could not hurt too since understanding that and fuse them with the study material can do wonders". This statement of the respondent is about too long, however, the statement is suitable with the real condition during online learning process. The main point of this lecturer is to develop their knowledge about the subject they taught and bout the technology faced by lecturer while online learning.

Lecturer 3: "I set up learning activities to foster literacy for students that allow students to explore their creativity in relevant, interesting, and worthwhile ways." From this statement, the respondent wanted to say that set up learning activities to foster literacy for students means that planning online learning activities to foster literacy for students that suitable to explore student creativity in increasing the creativity in online learning.

Lecturer 4: Join some webinars related to technology and adopt in the classroom to foster literacy". From this statement, the respondent is quite interesting way to increase creativity, since the webinars are really beneficial for increasing literacy the some innovation in technology in classroom especially if the classroom is in online learning. Lecturer 5: Join some seminars or workshop then deepen it by searching in recent article or journal. From this statement, the respondent also joins the seminar like conference to see the latest research due to choosing the right way to increase creativity in classroom.

From the data above, it seems that after the lecturers created the creativity in online learning, it should be assessed to know more whether the students learn well during teaching process and can maintain their interesting to listen. The planning should be managed well to conduct students' interaction to be active in online learning to foster literacy, it is in line to the statement about to improve literacy in online learning Zhao, et al. (2021), pedagogical abilities and competencies (Rosyadi & Utami, 2022).

2. Solve the Problem in Designing Online Learning to Foster Literacy

In this point about how to solve the problem in designing online learning activities to foster literacy for students is like stated in the following data. Lecturer 1: "…to prevent students from getting bored, be sure to find an online course that is interactive, dynamic and fun…" It is very good respond because the techniques of teaching in online learning should be interactive, dynamic, and fun to manage class in order to get students involved in learning process. Lecturer 2: "Ask them to on cam or I kick them out and give a task in project form or ask question based on their opinion related to the subject who basically based on their understanding about the subject". This statement showed that the lecturer is too strict. It is actually not bring the learning process however it is bring the result of getting the higher score. Lecturer 3: "Prepare the equipment, learning the material well". It is very good response in term of solve the problem in designing online learning activities

to foster literacy for students because the lecturer sets planning before teaching by focusing on equipment, and also learning material. These two points are very important in planning the teaching in online learning activities to foster literacy for students.

Lecturer 4: "The first thing I do is remember learning is a process so I try to understand their position, however if the problem continues, I will change my teaching method to foster literacy. And if that does not work, I will ask them to tell me their perspective on the subject we're discussing to engage with them and find the core issue of related literacy." In this point, the lecturer should know the condition of each the learners in order to engage them in learning to achieve effective online learning. It is quite good since the teacher can find the problem during online learning. However, it takes time for knowing students' condition one by one. Lecturer 5: "Make situation in online learning by interactive, dynamic and fun". To solve the problem in online learning to foster literacy, the situation is prepared conducive teaching in order to learn effectively. It is in line with Sakulprasertsri (2017) the statement about the use of combination application as a good tool to deliver the material in online learning and Suwartono (2016) an inspiring teacher in online learning to find the various ways in teaching.

4. CONCLUSION

Creativity is not a natural ability or quality that people are born with; rather, it is a possibility that can be studied, processed, explored, and improved upon in every person. Creativity has a crucial part in the application of learning since it makes learning more engaging, entertaining, and active. It means that being creative is able to come up with suggestions and solutions for problems involving literacy. In teachers' creativity in designing online learning activity to foster literacy in higher education level should pay attention the way of teachers' creativity and how to solve the problem in designing online learning activity to foster literacy. The way of teachers' creativity in online learning activities to foster literacy for students like firstly know about the notion of creative given by the respondent as a teacher, the way of creating creativity in online learning activities to foster literacy for students. If the teacher knows about notion of creative, then can bring the way of creativity, and then can increase the creativity, and also can solve the problem in designing online learning activity, it can create teachers' creativity and reach the effective learning. In designing online learning activities to foster literacy for students, the researchers found that many advantages while designing online learning activities, like in aspect motivation, it can motivate students in learning and paying attention while learning process. In other words, From the limitation of the research, the researchers only focus on qualitative analysis in higher education level at STBA Persada Bunda, it is suggested for the next researchers to gain information by conducting the research in quantitative analysis in specific category of creativity, like in learning material to foster literacy, techniques used, or others as the other topic for research as pedagogical analysis. The contribution of this research can be evaluation in teachers' creativity in designing online learning to foster literacy. This evaluation can also be the other interesting topic to develop in learning English as second language to foster literacy.

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