

**EXPLORING STUDENTS' CREATIVITY IN MICRO
TEACHING CLASS**

THESIS

Submitted by:

SAFWANI FONNA
NIM. 180203077

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN

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By:

Safwani Fonna
NIM. 180203077

Student of Fakultas Tarbiyah dan Keguruan
Departmen of English Language Education

Approved by:

Supervisor,



Siti Khasinah, S. Ag., M. Pd

Date: 20 Februari 2025

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A R - R A N I R Y

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Board of Examiners,

Chairperson

Siti Khasinah, S.Ag., M.Pd

Secretary,

Azizah, S.Ag., M.Pd

Member,

Fithriyah, S.Ag., M.Pd

Member

Rita Hermida, M.Pd

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Saiful Mujib, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997081003

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan dibawah ini:

Nama : Safwani Fonna

NIM : 180203077

Tempat/Tanggal Lahir : Tualang Cut/ 13 Oktober 200

Alamat : Lampeunerut, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

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Safwani Fonna

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I realize that there are many mistakes in my thesis. Therefore, in-depth criticism and suggestions will be greatly appreciated.

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The Writer

Safwani Fonna

ABSTRACT

Name : Safwani Fonna
NIM : 180203077
Faculty : Fakultas Tarbiyah dan Keguruan
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Creativity is a crucial skill for prospective teachers in developing innovative and engaging learning strategies. This study explores the factors influencing students' creativity in microteaching classes at UIN Ar-Raniry. Using a qualitative research approach with a constructivist paradigm, data were collected through semi-structured interviews with five English Language Education Department students participating in microteaching sessions. Thematic analysis was employed to identify patterns in students' creative teaching practices, challenges, and adaptive strategies. The findings reveal that students' creativity in microteaching is shaped by various factors, including the integration of technology, peer interaction, lecturer feedback, time constraints, and institutional support. Digital tools such as interactive quizzes, gamification, and podcasting significantly enhanced students' engagement and learning experiences. However, challenges such as limited resources, lack of familiarity with innovative teaching methods, and strict time constraints hindered creativity. To overcome these obstacles, students adopted strategies such as flexible lesson planning, peer collaboration, and efficient time management. This study highlights the importance of a supportive learning environment in fostering creativity among prospective teachers. The implications suggest that universities should enhance teacher training programs by incorporating technology-driven learning, providing adequate resources, and fostering collaborative learning spaces. Future research could further examine the long-term impact of creative teaching strategies on students' pedagogical skills.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In the modern era marked by rapid technological development and social changes, creativity has become one of the key skills needed to support effective and innovative learning. Creativity is not just the ability to generate new ideas, but also includes critical thinking skills, adaptation to new situations, and innovative problem-solving. In the context of education, these skills are very important because students' are not only prepared to become academically competent individuals, but also capable of providing relevant and creative solutions to face real-world challenges (Oxford Research Encyclopedia, 2024).

Especially in microteaching classes, creativity becomes a key factor in developing interactive, adaptive, and engaging learning. Micro teaching is a teacher training method that allows prospective educators to practice teaching skills in a controlled environment. In this environment, students' can test various learning approaches, experiment with teaching aids, and receive direct feedback from peers and instructors. A common phenomenon is the gap between the needs of modern learning and the ability of prospective teachers to utilize their creativity in delivering the material. This shows that the exploration of creativity in micro teaching classes is very important to ensure that prospective educators can meet the demands of the globalization era (Bloom, 2018).

A supportive learning environment has been proven to have a significant impact on the development of students' creativity. Studies show that classroom flexibility, open-ended assignments, and technology integration can substantially enhance students' creative potential. For example, the integration of digital tools such as interactive learning software or collaboration applications can encourage the exploration of new ideas. Teachers, as facilitators, play an important role in creating a conducive atmosphere, encouraging students' to experiment, and providing constructive feedback to help students hone their creative thinking skills. However, challenges remain in integrating creativity into teaching, especially in micro teaching classes. Many prospective teachers feel burdened by strict academic standards, making them reluctant to take risks with innovative teaching methods. Moreover, time and resource constraints often become obstacles for prospective educators to fully explore their creative potential. This phenomenon reflects the need for specific strategies to support the exploration of creativity within teacher training programs.

On the other hand, creativity also has significant long-term impacts, both on individuals and society. By encouraging prospective teachers to be creative, the education system can produce innovative and adaptive learners, which ultimately supports creativity-based economic development. On a larger scale, creativity can help enhance the capacity for social and technological innovation in a country, making it more competitive in facing global challenges.

Research has consistently demonstrated the transformative potential of creative teaching strategies in improving learning quality. For example, Yanning Xu

(2021) found that micro-class teaching techniques significantly enhanced students' comprehension in junior high school English classes, with up to a 50% improvement compared to traditional methods. By fostering a dynamic and interactive classroom environment, this approach not only increased teaching efficiency but also encouraged greater student engagement.

Similarly, studies by Kasihani Lestari (2024) and Desi Wahyuni (2023) highlight the critical role of creativity in teacher education. Lestari's research on prospective early childhood educators emphasizes the importance of adaptability and innovation in designing creative teaching materials tailored to young learners' needs. Meanwhile, Wahyuni's study on microteaching within Indonesia's "Merdeka Belajar" framework demonstrates that integrating creativity into lesson planning and classroom management better prepares future educators for the evolving demands of modern education. These findings reinforce the idea that fostering creativity enables teachers to design meaningful and engaging learning experiences.

Technology also plays an increasingly prominent role in supporting creativity in microteaching. Wahyuni (2023) revealed that digital tools such as tablets, virtual based learning software, and AI driven simulations allow student teachers to create more engaging and innovative learning experiences. However, the effectiveness of these technologies depends on the educators' ability to integrate them in a creative and contextually relevant manner. Previous studies also indicate that without proper training, student' teachers often struggle to maximize the potential of technology as an effective tool for fostering creativity in teaching.

Beyond teaching methods, cultural and educational policies significantly influence the development of creativity in microteaching. For example, Zulfikar et al. (2020) found that students' participating in microteaching programs experienced notable improvements in basic pedagogical skills, confidence, and communication abilities. However, they also faced challenges such as insufficient training in classroom management and limited time for lesson planning. These findings suggest that while microteaching is effective in building foundational teaching skills, there are still gaps in preparing student teachers to explore creative teaching strategies flexibly.

Furthermore, Muluk et al. (2020) emphasized that there was no significant correlation between students' microteaching scores and their performance in real teaching practice. This suggests that additional factors such as hands on experience, environmental support, and institutional policies play a crucial role in shaping teaching effectiveness. Rigid educational systems often limit the flexibility required to nurture creativity in microteaching (Sawyer, 2011; Robinson, 2013). Without adequate professional development programs and incentives for educators, creative teaching practices may remain underutilized (Kunter et al., 2013).

Thus, a structured framework that encourages innovation is essential, including greater curriculum flexibility and support for educational research focused on creativity. Studies on project-based learning (Thomas, 2000) and innovative teaching strategies (Runco, 2012) highlight the importance of policies that enable educators to experiment with and refine their teaching methods. Additionally, comprehensive training programs in microteaching that incorporate

classroom management, technology integration, and creative instructional strategies can better equip future teachers for real world educational challenges.

Research on creativity in microteaching becomes highly relevant. Understanding the factors that influence students' creativity and identifying existing challenges and opportunities will contribute to the development of more innovative teaching strategies. Prior studies (Craft, 2005; Beghetto, 2010) have shown that fostering creativity in teacher education requires a combination of effective teaching models, supportive educational policies, and a culture that values innovation. By exploring creativity in microteaching, this research aims to help shape a generation of educators who are not only technically competent but also capable of inspiring change and innovation in education.

B. Research Questions

Here are the research questions for this study based on that background:

1. What are students' creativity in micro teaching classes?
2. What factor affect students' creativity in micro teaching classes?

C. Research Aim

Here are the research aims for this study based on that research questions:

1. To find out the students' creativity in micro teaching classes.
2. To find out the factors that contribute to students' creativity in micro teaching classes.

D. Significanses of the Study

1. Theoretical Significances

This study contributes to the theoretical understanding of creativity in teacher education, particularly in microteaching. It looks at how things like curriculum flexibility, the learning environment, and facilitator support affect students' creative processes. It will add to existing theories on creativity in education by looking at how creative techniques in micro teaching can improve teaching effectiveness and student engagement. This study looks at creativity in teacher preparation and deepens our understanding of how educational strategies can support innovative teaching practices.

2. Practical Significances

By identifying the factors that encourage or hinder creativity in micro teaching, this research provides practical insights on how to improve teacher training programs. This study offers strategies for educators to improve teaching methods, making them more interactive and adaptive to students' needs by recognizing the challenges students face and how creativity can be nurtured. Additionally, it emphasizes the role of teachers in creating an environment that supports creativity. This impacts the way students will view classroom dynamics and student learning in the future. Moreover, this research can contribute to decisions in the education system aimed at improving the overall quality of education by integrating creative learning approaches into lesson plans.

E. Terminology

1. Creativity in Micro Teaching Class

Creativity in micro teaching class is defined as the ability to generate and implement innovative, flexible, and impactful teaching strategies within a controlled learning environment (Sawyer, 2021). In this study, creativity is specifically conceptualized as the ability to craft engaging instructional strategies, produce creative teaching materials, and effectively address various classroom challenges within micro teaching sessions.

This creativity aims to prepare English Language Education Department students' teachers for real-world classroom scenarios by fostering their ability to think critically, solve problems innovatively, and create meaningful learning experiences for their future students'. It highlights not only their technical competence but also their potential to inspire and innovate in the field of education. This definition is uniquely tailored to focus on English Language Education Department students' participating in the microteaching program at UIN Ar-Raniry in 2024.

2. Micro Teaching

Micro teaching class is a structured and scaled-down teaching practice designed for English Language Education Department students' to develop and refine their teaching skills in a controlled environment (Allen & Ryan, 2020). In this study, microteaching is specifically defined as a focused training platform for enhancing essential teaching competencies, including lesson planning, effective communication, classroom management, and the integration of instructional media.

Microteaching in this research focus on enhancing specific teaching competencies, such as lesson planning, effective communication, classroom management, and the use of instructional media. It serves as a critical training tool, allowing English Language Education Department students' to experiment with various teaching strategies, identify their strengths and areas for improvement, and build confidence before entering actual classroom settings. This terminology is specifically applied to English Language Education Department students' enrolled in the microteaching program at UIN Ar-Raniry in 2024.

