

The correlation between continuing professional development and creative pedagogical activities

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ABSTRACT

Continuing Professional Development (CPD) contributes to developing teacher professionalism in creating creative pedagogical activities that attract students' learning interests. Teachers' active participation in CPD could update how they teach to meet the needs of their students in increasing students' learning outcomes. The study aimed to determine the correlation between CPD and creative pedagogical activities. There were 100 Indonesian English teachers involved in the study. Data were obtained from close-ended questionnaires focused on CPD and teachers' creativity and then analyzed using correlational statistics. This study showed a positive correlation between the two variables that provide teachers with a framework for comprehending creativity and its significance to their professional development.



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1. INTRODUCTION

In improving the quality of teachers, Continuing Professional Development (CPD) is one of the required factors to be implemented. Teachers need intensive and quality professional development to enhance their teaching strategies to students and help schools achieve educational goals (Miles et al.). According to Cirocki & Farrell (2019), creating successful pedagogical practice requires a teacher's deeper understanding of CPD activities and benefits. Thus, teachers need to be prepared to meet educational standards and face rapid changes by participating in CPD programs (Speck and Knipe). CPD helps teachers with different abilities to prepare for the best performance and can improve and facilitate teaching and learning practices (Mohammadifar and Tabatabaee-Yazdi). The importance is to make further observations to gain new information and comprehension. Teachers need sufficient knowledge to effectively support students in achieving their goals and help schools run efficiently. In addition, teachers are responsible for providing an interesting learning and teaching environment that can produce excellent and creative students in the education of the 21st century (Pazin et al.).

According to Ghanizadeh & Jahedizadeh (2016) teacher's teaching style in the classroom depends on the teacher's creativity. Creativity is one of the main factors in teaching a new language (Seddigh and Shokrpour). Cultivating creativity in education is crucial to achieving overall educational goals (Adom et al.). The low teaching creativity of teachers affects students' interest in learning by providing monotonous teaching. When teachers can use creative techniques or strategies to retain cognition and provide positive learning outcomes, they are engaging in creative teaching (Ayob et al.). Thus, creating creative teaching begins with teacher training programs as a provision of knowledge and strategies for implementing creative teaching while keeping them motivated (Hornig et al.).

The development of the term in the professional development of teachers produces the term continuous professional development or CPD. It relates to the development that is carried out continuously to improve the professionalism of teachers. CPD is the process of enhancing teachers' academic performance and ability to carry out their professional responsibilities (Komba and Nkumbi). It is one of the efforts to find better changes in teaching practices in the classroom so student learning outcomes will increase (Guskey). CPD can help teachers improve their teaching techniques and explore and develop new ones. Teachers who participate in CPD are encouraged to be creative, innovative, and responsive to their students' needs (Grieve and McGinley). It needs to gain support from schools in helping schools keep running efficiently and assisting students to achieve their goals effectively (Tabatabaee-Yazdi et al.). The success of CPD program can be seen in improving the professionalism of teachers (Widayati et al.). Therefore, teachers need to participate in continuous professional development to face their developmental needs responsively (Tyagi & Misra, 2021; Slimani-Rolls & Kiely, 2018).

Teacher professional development training influences teaching creativity and effectiveness (Arifani et al.). It is one way to discover teachers' understanding of creativity and provide teachers with opportunities to discuss them (Hodges). Creativity in teaching English should encourage students to examine and criticize all texts, create new, distinctive, and diverse things, and actively communicate their ideas and opinions in numerous forms and media (Cremin). Thus, teachers' creativity is the background in creating creative pedagogical activities. Lin (2011) initiated a creative pedagogical framework that can improve creative development, that three interrelated and complementary aspects are considered. It is creative teaching, teaching for creativity, and creative learning. This pedagogy focuses on teachers where an imaginative approach is involved in realizing creative teaching in creating a more interesting learning atmosphere for students and effective (Cheung and Leung). Pazin et al. (2022) also revealed that in maintaining students' interest during class, teachers need an understanding of the creative aspects of teaching. It is essential to have a good understanding of the teachers' creativity because they interact with students, provide new ideas, and convey language in meaningful contexts (Hidayat et al.). Ismayilova & Bolander Laksov (2022) revealed that creative teaching involves students in learning, finding effective solutions in difficult situations, and incorporating novelty into their lessons. However, teachers sometimes need to improve in implementing creative teaching even though they recognize the significance of creative teaching to foster student creativity and acknowledge their role in fostering student interest and engagement in learning (Pazin et al.). Therefore, to create quality education by supporting the learning process, schools must actively provide material resources (Pazin et al.).

Thus, applying creative pedagogy requires a process of increasing the ability and creativity of teachers. The presence of continuing professional development can assist teachers in developing their professionalism which is a planned, interrelated process that teachers continuously carry out in developing their qualities such as knowledge, skills, and practices that will have an impact on their empowerment, institutions, and their students (Padwad and Dixit). Therefore, this study aims to find out the correlation between continuing professional development and creative pedagogical activities. The study addressed the research question about a significant correlation between continuing professional development and creative pedagogical activities.

2. RESEARCH METHOD

This study used a quantitative research design to find out the correlation between continuing professional development and creative pedagogical activities. A total of 100 teachers from elementary school, junior high school, and senior high school participated in this study. The participants were 76 females and 24 males. Most of the participants were at elementary school (40%), junior high school level (38%), and senior high school level (22%). The number of years of teaching experience was dominated by 56% with less than 5 years of teaching experience, 17% between 6 and 10 years, and 27% with more than 10 years of teaching experience.

Closed-ended questionnaires were used in this study to collect the data, including Continuing Professional Development (CPD) questionnaire and teachers' creativity questionnaire. Google form is a tool in developing questionnaires that was translated into Indonesian. Then the questionnaires were distributed online through social media such as WhatsApp, Facebook and

Telegram. Direct distribution was also carried out by meeting English teachers at schools. The CPD questionnaire was developed by Tabatabaee-Yazdi et al. (2018) that consisted of 20 items with a five-point Likert scale from “no impact” to “a large impact”. It contained 4 sub-constructs, such as updating, collaborating, decision-making, and reflecting. The teachers’ creativity questionnaire was identified and validated by Cropley (1997). The questionnaire contained 45 items on a six-point Likert scale from never to all the time. It included nine factors independence, integration, motivation, judgment, flexibility, evaluation, question, opportunities, and frustration. Then the collected data were analyzed through SPSS software. The research questions answered using the pearson product-moment correlation.

Table 1. Reliability Statistics

Instrument	N of Item	Reliability
Continuing Professional Development (CPD)	20	.844
Teachers’ creativity	45	.973

The questionnaire used in this study has met the eligibility based on the results of the validity and reliability tests that were carried out. The validity test for each statement item meets the criteria where the correlation value is greater than the r table value. In the reliability test, each Cronbach's alpha value is greater than 0.60, namely 0.973 for teachers' creativity and 0.844 for the Continuing Professional Development variable. In addition, the data is also normally distributed so that

3. RESULTS AND DISCUSSION

The data distribution was normal based on the Kolmogrov-Smirnov test results, which obtained a significant value of 0.105. It can be concluded that the data between the two variables is normally distributed. Based on the results of the descriptive tests that have been carried out, it is known that the Teachers' Creativity variable with 45 statement items has an average value of 199.57 with a standard deviation value of 31.52. Continuing Professional Development Variable, with a total of 20 statements, obtained an average value of 56.53 and a standard deviation value of 13.641. Moreover, the questionnaires gained acceptable Cronbach alpha indexes for both variables. The Teachers' Creativity Variable gets a Cronbach's Alpha score of 0.973, while the Continuing Professional Development variable is 0.884.

Table 2. Pearson Correlation Results of Teachers’ Creativity and Continuing Professional Development

		Correlations	
		Teachers’ creativity	Continuing Professional Development (CPD)
Teachers’ creativity	Pearson Correlation	1	.960**
	Sig. (2-tailed)		.000
	N	100	100
Continuing Professional Development (CPD)	Pearson Correlation	.960**	1
	Sig. (2-tailed)	.000	
	N	100	100

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

The Pearson-product-moment correlation was used to find the relationship between Teachers’ Creativity and Continuing Professional Development. Variables with correlation coefficients ranging from 0.90 to 1.00 can be considered to be very highly correlated, whereas those ranging from 0.70 to 0.90 are regarded as highly correlated. Variables are regarded as moderately correlated when their correlation coefficients range between 0.5 and 0.70. A low correlation between the variables is indicated when the range of correlation coefficients is between

0.3 and 0.5. A slight (linear) correlation is indicated by a correlation coefficient of less than 0.3. The results showed that Table the significant correlation between Teachers' Creativity and Continuing Professional Development is equal to 0.960 which is included in the very highly correlated category.

To find out whether there is an influence between the teachers' creativity variable and continuous professional development, a hypothesis test is carried out by using a partial test (t-test) using the SPSS Version 25 application.

Table 3. Hypothesis Test Results
Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-26.341	2.482		-10.611	.000
	Teachers' creativity	.415	.012	.960	33.794	.000

Dependent Variable: Continuing Professional Development (CPD)

Based on the output above, the significance value or p-value of the regression coefficient of the teachers' creativity variable is 0.000 < 0.05, which means that the teachers' creativity variable has an influence on the continuous professional development variable. The regression coefficient value of the teachers' creativity variable is 0.415 which means that the relationship between the teachers' creativity variable and continuing professional development is positive with an influence value of 0.415. The teachers' creativity variable has a significant effect on the continuous professional development variable of 0.415, meaning that each teachers' creativity variable increases by 1 unit, it will increase the continuous professional development variable by 0.415.

In the correlation test conducted, the value was 0.960 which was included in the very highly correlated category because the significance value was between 0.9 and 1.0. In addition to the high correlation value in the hypothesis test, a significance value of 0.000 is also obtained which is less than 0.05 so it can be concluded that the teachers' creativity variable has a significant influence on the continuous professional development variable. It aligns with what stated that EFL teachers are expected to be able to incorporate creativity into teaching English through participating in professional development activities such as training, practice, and feedback in creating successful teaching. Since the world is changing quickly nowadays, educational practices such as creativity need to be updated to foster students' thinking skills (Li). According to Liao et al. (2018) the implication of creative teaching in EFL classes increased students' creativity, motivation, and academic achievement. Richards (2013) claimed that creative teaching as a source of renewal of learning strategies that improve quality and effectiveness benefits teachers, institutions, and students. Thus, teachers must thoroughly understand creativity to execute successful creative pedagogy and encourage student creativity (Akyıldız and Çelik). EFL teachers who contribute to workshops or conferences experience a long-term positive impact on their professional/career progress. According to Suwartono & Oktavia (2019), teachers must become accustomed to reading journals and attending conferences, symposiums, seminars, training, and workshops to obtain new material or generate new ideas related to teaching techniques or strategies.

4. CONCLUSION

From the research results, it was found that there is a significant and positive correlation between the variables of teachers' creativity and teacher professional development. Additionally,

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encouraging teachers to collaborate, consult with experts, and use current materials will boost their creativity. The findings of this study may greatly aid educators and researchers in developing their creative faculties. It gives teachers and students a framework for understanding views of creativity and the actions that foster it. Teachers have an important and primary role in education in the school environment. Professional development is able to influence the quality of teacher's creativity. This study only found a relationship between CPD and teachers' creativity. Further research could find the best predictor of CPD that influences teacher creativity or find a relationship between CPD and other factors such as students' creativity.

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