

CREATIVE TEACHERS' PROJECTS FROM MOOCs: SEAMEO SEAMOLEC ALUMNI

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Abstract: In education, being creative teachers are much suggested. There are many creative teachers' projects gotten from MOOCs. MOOCs (Massive Open Online Courses) is an online course designed to enable unlimited participation and free internet access. It is provided by SEAMEO SEAMOLEC (Southeast Asian Ministers of Education Organization) Regional Open Learning Center. It gives many beneficial developments not only for teachers and lecturers but also for some practitioners. There are 15 SEAMEO SEAMOLEC alumni who are involved in these MOOCs throughout Indonesia. Following the completion of the creative teachers' projects: they were elicited on three criteria: SEAMEO SEAMOLEC online training, creative teachers' projects from MOOCs, and teaching and learning activities based on projects. The findings demonstrated that by attending MOOCs, the SEAMEO SEAMOLEC alumni were helped in developing their teaching and learning activities. They also thought that by the sustainability of SEAMEO SEAMOLEC online training, it will enhance their competence to be creative teachers and capable to implement online teaching and learning activities.

Keywords: *creative teachers, creative teachers' projects, MOOCs, SEAMEO SEAMOLEC*

INTRODUCTION

To be creative means to wander around and expand our knowledge of teaching and learning to explore fresh worlds in the classroom. Indeed, the creative individual (1996) is defined by Csikszentmihalyi as 'an individual whose ideas or actions alter the domain or generate a new domain' (p. 28).

Creative means not only doing what training and other professionals say, but putting our trust as teachers in order to break fresh ground, researching our methods, experimenting with new pedagogies and experimenting with new operations or spin-offs of stuff we are used to doing. To be creative means to be leaders; not only customers, but also creators, and not just viewers, but also partners and participants. Creative educators and learners are not only creative born. As a creative teacher, we should discover lots of new strategies in teaching and learning process so that the students are attractive to join in it. Why is MOOCs? MOOCs is simply a form of online education, but distinguishes itself from other online course because the courses are available free of charge, does not cost anything and can cater for participants in large numbers. According to The Oxford English Dictionary, a research course made accessible free of charge across the Internet to many individuals who merely register and register for a MOOC if you decide to take a MOOC.

From MOOCs, the teachers are made to be creative and able to discover some new media which they made based on the online training and can be applied for the students in the process of teaching and learning. Creative educators in their personal and professional life are observed by many authors that they are comfortable with risks (Boden, 2001; Craft, 2001; Ofsted, 2003). They are likely to demonstrate their own creative commitment with each other and expose the intrinsic ambiguity and uncertainty (Halpin, 2003) and to see failure as a chance to learn.

Because of its benefit, based on (SEAMOLEC info, 2018) SEAMOLEC has trained Training Institutions from 3 (three) Directorates under the Ministry; (1) Directorate of Course and Training Development – Directorate General of Early Childhood Care Education and Community Education,

(2) Directorate of Literacy and Equity Education Development – Directorate General of Early Childhood Care Education and Community Education, and (3) Directorate General of Teachers and Education Personnel. SEAMOLEC has trained them in order that they are able to develop their own digital content for online courses. Currently, there are 20 piloted online courses from Indonesian Training Institutions and 300 Open Educational Resources, which are expected to improve access to courses through online courses. From the background, this study examined the creative teachers’ projects from MOOCs: SEAMEO SEAMOLEC Alumni. The research questions are divided into three questions as follows:

- a. What are the SEAMEO SEAMOLEC online trainings that alumni have gotten?
- b. What creative teachers projects have they made based on the online training from MOOCs?
- c. How do they apply their creative projects through the process of teaching and learning?

METHOD

The study is conducted through a qualitative research design. The study sample, which uses a survey method through Google Form, consisting of 15 Indonesian teachers as the alumni of SEAMEO SEAMOLEC who have attended online trainings from MOOCs, have already made their creative projects either and have implemented them in their classroom for at least after they passed the online trainings. It is shown in Table 1.

Table 1 Numbers of Teachers Based on Provinces

NO	Provinces	Numbers
1	West Java	3
2	Central Java	3
3	Banten	2
4	East Java	2
5	North Kalimantan	1
6	Southeast Sulawesi	1
7	South Sulawesi	1
8	Aceh	1
9	Jambi	1

The participant consists of 12 females and 3 males of teachers in different field of teaching. This survey is dealt with the creative projects which have already made by the teachers and have already implemented in teaching and learning process. The questions in the survey are broken down into some aspects which are the online training courses they attended, the creative projects have they made and the implementation of the projects into teaching and learning process.

After the survey is spread out, the data was analyzed and reviewed by the researcher. Here, the researcher is also as one of the alumni of the SEAMEO SEAMOLEC. The questionnaires in the survey were made by the researcher herself upon the need of the analysis. Furthermore, it is found that all of the 15 alumni of SEAMEO SEAMOLEC throughout Indonesia responded to the survey.

FINDINGS AND DISCUSSION

The study findings relate to the three research issues. The findings show the SEAMEO SEAMOLEC online trainings that alumni have gotten, the creative teachers projects that they have

made based on the online training from MOOCs, and the implementation of their creative projects through the process of teaching and learning.

SEAMEO SEAMOLEC Online Trainings

The first research question is dealt with the online courses that the teachers have joined. There are 17 online Courses from MOOCs that they have attended. It is shown in Table 2.

Table 2 Name of the Online Courses

NO	Online Training Courses	Numbers of participants		Certificates	
		N	%	Yes	No
1	Virtual Coordinator Training (Participant)	10	23%	√	
2	Digital Class (Edmodo)	6	13%	√	
3	Whiteboard Animation	5	11%	√	
4	Virtual Coordinator Training (Instructor)	4	9%	√	
5	Blog as Learning Media	4	9%	√	
6	Simple Infographic Design	3	7%	√	
7	App Inventor Based Interactive Android Application	2	5%	√	
8	3D Visualization	2	5%	√	
9	Pemanfaatan Google Sites	1	2%	√	
10	Virtual Reality Based Learning Material Development For Beginners	1	2%	√	
11	SAGUSAVPRES	1	2%	√	
12	Editing Class	1	2%	√	
13	SAMISANOV	1	2%	√	
14	SADAR	1	2%	√	
15	VCR	1	2%	√	
16	CASIO	1	2%	√	
17	SAGUSAGAME	1	2%	√	
TOTAL of PARTICIPANTS		45 (one participant attends 1-5 online courses based on the survey)			

Table 2 shows that the online courses which are mostly attended by teachers are virtual coordinator training with the total number of 10(23%), digital class (Edmodo) with the total number of 6(13%), and whiteboard animation with the total number of 5(11%). It can be concluded that virtual coordinator training mostly attracted teachers to join it due to its benefits. From the VCT training, teachers are able to make online room for having a discussion and it is combined with the participants with different job desks for instance; as a presenter, as a host and as a moderator. By attending VCT training, teachers will be able to have online discussion or have an online coordination with the principal. So, they can do it online rather than face to face meeting.

Creative Teachers Projects from MOOCs

The second question of the research concerns about the creative teachers projects that have been made by them. Based on the online trainings, there are several projects that have been done. It is shown in Table 3.

Table 3 Creative Teachers Projects from MOOCs

NO	Online Training Courses	Creative Teachers Projects
1	Virtual Coordinator Training (Participant)	VCT has been made as a media at school to have an online teaching by using cisco webex (under some circumstances)
2	Digital Class (Edmodo)	It was made as a media at school to coordinate between teachers and students
3	Whiteboard Animation	- Teachers made a media using whiteboard animation - Students uses whiteboard animation as a project to perform presentation
4	Virtual Coordinator Training (Instructor)	Teachers who have passed the training try to train other teacher at school in order that they are capable to have online discussion
5	Blog as Learning Media	- As a media for teachers to put their online materials so that students are easy to read and collect it. - Teachers can add pictures, videos and some opinions or worksheets in their blog so the students have the accessibility on that
6	Simple Infographic Design	Teachers made materials about traditional medicine using infographic design
7	App Inventor Based Interactive Android Application	Teachers made an application inventor for UN SD (entitled SIAP UN SD)
8	3D Visualization	Teachers made a moving thing as a media for teaching for example, sign (a moving sign)
9	Pemanfaatan Google Sites	Teachers made Google sites for school
10	Virtual Reality Based Learning Material Development For Beginners	Teachers made a Virtual Reality Based Learning Mathematics
11	SAGUSAVPRES	Teachers made a presentation teaching media using Powtoon
12	Editing Class	-
13	SAMISANOV	Teachers made a teaching media in the form of video
14	SADAR	-
15	VCR	Teachers made a teaching media in the form of video
16	CASIO	- Teachers made an application for hotel document - Teachers made a tourism promotion
17	SAGUSAGAME	Teachers made an education game for taking wudhu

Table 3 shows that from the 17 online courses, all teachers have already made their projects in teaching and learning process adjusting with their field of teaching. Meanwhile, from the 17 online courses, there are 2 courses from the teachers which projects are still not done yet, namely: editing class and SADAR. The teachers who haven't done the projects yet in editing class and SADAR didn't mention the reason why. In this case, there could be many reasons why they still didn't make it, it could be their busyness, the difficulties, it is applicable or not or it could be other reason. But for other online trainings, the teachers' projects are already done in such a way

in order to make an interactive and innovative teaching and learning process as the demands of Education 4.0 and Industrial Revolution 4.0.

The Implementation of the Creative Teachers' Projects in the Process of Teaching and Learning

The third question on research concerns about the implementation of the creative teachers projects in the teaching and learning process. Based on the survey from the teachers, there are some courses which are implemented in the class. It is shown in Table 4.

Table 4 The Implementation of Creative Teachers Projects

NO	Online Training Courses	Creative Teachers Projects	The Implementation in Teaching and Learning Process	
			Yes	No
1	Virtual Coordinator Training (Participant)	VCT has been made as a media at school to have an online teaching by using Cisco Webex (under some circumstances)	√	
2	Digital Class (Edmodo)	It was made as a media at school to coordinate between teachers and students	√	
3	Whiteboard Animation	- Teachers made a media using whiteboard animation - Students uses whiteboard animation as a project to perform presentation	√	
4	Virtual Coordinator Training (Instructor)	Teachers who have passed the training try to train other teacher at school in order that they are capable to have online discussion	√	
5	Blog as Learning Media	- As a media for teachers to put their online materials so that students are easy to read and collect it. - Teachers can add pictures, videos and some opinions or worksheets in their blog so the students have the accessibility on that	√	
6	Simple Infographic Design	Teachers made materials about traditional medicine using infographic design	√	
7	App Inventor Based Interactive Android Application	Teachers made an application inventor for UN SD (entitled SIAP UN SD)	√	
8	3D Visualization	Teachers made a moving thing as a media for teaching for example, sign (a moving sign)	√	
9	Pemanfaatan Google	Teachers made Google sites for	√	

	Sites	school	
10	Virtual Reality Based Learning Material Development For Beginners	Teachers made a Virtual Reality Based Learning Mathematics	√
11	SAGUSAVPRES	Teachers made a presentation teaching media using Powtoon	√
12	Editing Class	-	√
13	SAMISANOV	Teachers made a teaching media in the form of video	√
14	SADAR	-	√
15	VCR	Teachers made a teaching media in the form of video	√
16	CASIO	- Teachers made an application for hotel document - Teachers made a tourism promotion	√
17	SAGUSAGAME	Teachers made an education game for taking wudhu	√

Table 4 shows that from the 17 online courses, there are 2 courses which are not implemented in the teaching and learning process, namely; editing class and SADAR. It is actually the same as the creative projects; from the 2 courses, the teachers also didn't make their creative projects. So, it can be concluded that if the teachers didn't make the creative projects, it can be said that it is in line with the implementation which there is no implementation in the teaching and learning process due to there is no creative projects.

Discussion

This study was debated about the creative teachers' projects from MOOCs. It is gotten from the SEAMEO SEAMOLEC Alumni. In reply to the three research questions, the results of this analysis are obtained.

The first research issue relates to the creative teachers projects which they have gotten from the online training courses. According to (SEAMOLEC info, 2018), There are currently 20 Indonesian Training Institutions online-piloting courses and 300 Open Educational Resources that are intended for improvement in the access to training through online courses. The research results demonstrate that there are 17 online training courses which have already attended by teachers throughout Indonesia. It almost covers all the courses which are available in MOOCs.

On the second issue of studies is about the creative teacher projects that they have gotten from MOOCs. The result from the creative teachers' projects that are from the 17 online training courses, there are still 2 courses which teachers haven't made their creative projects. In this case, it can't be said that the teachers who haven't done their projects yet are called as a failure creative teacher, but meanwhile, it can be said that they are as a teacher who is still progressing. Hence, they can see failure as a chance to become success. As (Halpin 2003) stated that teachers are likely to see failure as an opportunity to learn. They are likely to have an inherent uncertainty and ambiguity. So, perhaps at this moment they haven't made their projects, but after a while perhaps they will be able to create it under the right circumstances.

The last issue of studies is about the implementation of the creative teachers' projects in the process of teaching and learning. It is the same as in creative teachers' projects; there are 2 courses which are not implemented in the teaching and learning process. It is defined by (Csikszentmihalyi, 1996) that the creative person is as a person whose thoughts or actions change the domain or create a fresh domain (p. 28). Hence, it is perfectly referred to what creation have the teachers made. They fostered themselves to be as creative as it is demanded and make a fresh domain by implementing their creation into the teaching and learning process.

CONCLUSIONS

The focus of this study is on the creative teachers' projects on MOOCs which is done by SEAMEO SEAMOLEC alumni. Those online training courses which are available in MOOCs are very beneficial in improving the teaching and learning process. There are many online training courses which can be made as a media of teaching and learning, as a platform to have discussion among students-students interaction, students-teachers interaction and teachers-teachers interaction either and many more. By attending the online training courses, teachers can create their own projects related to the training given as well as implement their projects into the process of teaching and learning. Furthermore, from those online training courses, it can minimize the use of paper, it can be efficient, attractive, innovative and can be accessed anywhere anytime, so that, it doesn't need to have face to face interaction. In this case, the teachers already came into the Education 4.0 and Industrial Revolution 4.0.

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