AN INDONESIAN EFL TEACHER'S CONSIDERATIONS ON IMPLEMENTING CREATIVE PROBLEM SOLVING (CPS) IN THE EMANCIPATED CURRICULUM

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to obtain the Sarjana Pendidikan Degree in English Language Education

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STATEMENT OF WORK'S ORIGINALITY

I honestly state that 1 wrote this thesis myself, and there is no other work except

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MOTTO

“Whoever walks on their path will reach their destination.”

DEDICATION

This thesis is dedicated to myself, my parents, The Late Mr. Mujiono and Mrs. Etin Muarti, my brother, Dimas Arya Setyaki who always taught and educated me in many things, and my thesis supervisor, Ms. Astri Hapsari, who always guided and supported me throughout the process of completing this thesis.

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Yogyakarta, 21st June 2024

Rachel Tria Sekar Kinasih

TABLE OF CONTENT

APPROVAL SHEET ..... **i**

RATIFICATION SHEET ..... **i**

STATEMENT OF WORK'S ORIGINALITY ..... **i**

MOTTO ..... **ii**

DEDICATION ..... **iii**

ACKNOWLEDGEMENT ..... **iv**

TABLE OF CONTENT **1**

ABSTRACT **3**

CHAPTER I INTRODUCTION **4**

1.1 Background of Study **4**

1.2 Identification of Problem **8**

1.3 Limitation of the Problem **9**

1.4 Formulation of the Problem **9**

1.5 Objectives of the Study **9**

1.6 Significance of the Study **10**

CHAPTER II LITERATURE REVIEW **11**

2.1 Definition of Creative Problem Solving (CPS) **11**

2.2 The Advantages of Implementing Creative Problem Solving (CPS) in Teaching **12**

2.3 The Challenges of Implementing Creative Problem Solving (CPS) in Teaching **13**

2.4 Conceptual Framework of Creative Problem Solving (CPS) **14**

CHAPTER III RESEARCH METHOD **15**

3.1. Research Design **15**

3.2. Participant and Setting **16**

3.3 Instrument and Procedures **17**
3.3.1 Interview Guide **17**
3.3.2 Documentation **19**
3.4. Data Analysis Procedure **20**
3.5 Data Trustworthiness **22**
CHAPTER IV FINDING AND DISCUSSION **24**
4.1 Finding **24**
4.1.1 Understanding The Challenge **24**
4.1.2 Generating Ideas **27**
4.1.3 Preparing For Action **28**
4.1.4 Planning The Approach **29**
4.2 Discussions **30**
CHAPTER V CONCLUSION AND SUGGESTION **32**
5.1 Conclusion **32**
5.2 Suggestion **32**
REFERENCES **34**
APPENDIX I **37**
APPENDIX II **48**

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ABSTRACT

Creative Problem Solving (CPS) is a crucial method in fostering students' creativity, critical thinking, and problem-solving skills. The new Indonesian Emancipated Curriculum emphasizes these skills to enhance students' overall competencies. However, limited research exists on how teachers consider and implement the CPS method within this new curriculum framework. This study investigates the factors an Indonesian EFL teacher considers when implementing the CPS method in the Emancipated Curriculum. The participant was an experienced English teacher from a public high school in Yogyakarta, Indonesia, with extensive experience using the CPS method and adapting to the evolving curriculum requirements. Data were collected through in-depth interviews and documentation as secondary data and then analyzed using a deductive approach to highlight the teacher's considerations and strategies. The results indicated that the CPS method significantly enhances students' engagement, critical thinking, and practical problem-solving abilities. Furthermore, the study found that aligning CPS with the Freedom Curriculum requires careful consideration of the curriculum goals, student needs, and available resources. By effectively integrating CPS, teachers can bridge the gap between theoretical knowledge and practical application, making learning more relevant and impactful.

Keywords: *Creative Problem Solving, English as a Foreign Language, English Language Teaching, Emancipated Curriculum.*

CHAPTER I

INTRODUCTION

1.1 Background of Study

The Freedom of Learning policy, introduced by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI), emphasizes that the essence of freedom of thought must first be embraced by teachers before they can impart it to students (Firman, 2023). Mahmudah (2022) notes that without translating basic competencies and the existing curriculum, learning cannot occur at any level of teacher competence. The goal is for the Emancipated Curriculum to be implemented in all schools nationwide by 2024, with government evaluations to address the learning losses caused by the pandemic. In February 2022, Minister Nadiem Anwar Makarim announced another disruptive education policy through the enactment of Ministerial Decree Number 56/M/2022 on the Guidance of Curriculum Implementation for Learning Recovery. This decree marks the shift from Curriculum 2013 to the new Emancipated Curriculum, in the Indonesian educational system. This shift significantly impacts early childhood, primary, and middle education, aiming to restore and enhance learning outcomes (Mulyadin et al., 2023).

Minister Nadiem, in his speech at the launch of Emancipated Curriculum, mentioned that the new curriculum possessed three main characteristics that distinguish it from the previous Curriculum 2013. First, Emancipated Curriculum puts more focus on essential learning materials and the development of student

competencies in each educational phase. With this focus, learning becomes deep, meaningful, and delightful. Second, in the Emancipated Curriculum, the curriculum users (students, teachers, and schools) are granted more freedom to implement it. This characteristic brought certain changes: at high school, concentrations were demolished, and thus students could opt for many subjects under their interests, talents, and aspirations. In instruction, teachers teach students based on their academic attainment and development. Under the Emancipated Curriculum, schools have the right to develop and organize curriculum and learning that fit institution and student characteristics. Last, Emancipated Curriculum puts more emphasis on relevant and interactive activities in instruction through project works. These activities enable students to actively explore actual issues that support their development of character and competencies of Profil Pelajar Pancasila: a) believing in God and having good characters, b) respecting diversity in the global community, c) promoting collaboration, d) working creatively, e) possessing critical thinking, and f) becoming self-sufficient (Mulyadin et al., 2023).

According to Sanra et al. (2022), the emancipated learning curriculum is an autonomous learning curriculum in which teachers and students have the privilege to innovate, the freedom to learn independently and be creative in the process of teaching and learning activities. It is hoped that teachers can prepare lesson plans efficiently and effectively so that they have plenty of time to prepare and evaluate the learning process itself. The activity of designing lesson plans becomes less convoluted and more time-efficient and can implement Creative Problem Solving (CPS) to provide innovation in every lesson by adjusting learning materials. CPS is

designed to be flexible and adaptable, and it can be applied to various situations and contexts, allowing educators to tailor the process to their specific needs and goals. This flexibility helps in reducing the complexity and increasing the efficiency of the process (Inriani et al., 2021).

The Creative Problem Solving (CPS) model is an educational approach that enhances students' creativity in addressing problems (Kim et al., 2019). Implementing the CPS model involves developing teaching materials that follow the CPS model's steps (Widya et al., 2021). CPS supports both independent and group learning, encouraging students to find various solutions to problems (Wang, 2019). Additionally, the Emancipated Curriculum emphasizes character development throughout the learning process (Sumarsih et al., 2022). This character-focused approach prepares students to tackle global challenges (Alwi et al., 2022). One significant current global issue is the energy crisis, which threatens survival worldwide due to an imbalance between energy supply and demand (Chamdareno et al., 2019). The Creative Problem Solving (CPS) model fits the Freedom aspect of the Emancipated Curriculum in several ways. According to Inriani et. al, (2021), CPS emphasizes developing problem-solving skills and enhancing existing abilities, aligning with the focus on essential learning materials and student competencies in Emancipated Curriculum, ensuring deep, meaningful, and delightful learning experiences. CPS is designed to be flexible and adaptable, allowing educators to tailor the process to their specific needs and goals, aligning with the freedom granted to curriculum users (students, teachers, and schools) in Emancipated Curriculum. The model encourages active participation and engagement from students, aligning with

the freedom to opt for subjects based on their interests, talents, and aspirations in the Emancipated Curriculum. CPS involves real-world applications and interactive multimedia-assisted learning, aligning with the emphasis on relevant and interactive activities through project works in the Emancipated Curriculum. Additionally, CPS fosters creativity, critical thinking, and problem-solving skills, aligning with the Profil Pelajar Pancasila competencies (believing in God, respecting diversity, promoting collaboration, working creatively, possessing critical thinking, and becoming self-sufficient).

While there has been substantial research on the implementation of Creative Problem Solving (CPS) in various educational contexts, there is a distinct gap in the literature regarding its specific application within the Emancipated Curriculum in Indonesia. Previous studies have explored the implications of CPS in various education contexts. For instance, CPS has been shown to improve students' attitudes toward learning, enhance interest in subjects like statistics, aid in memorizing concepts, and foster problem-solving abilities (Hu et al., 2017). Similarly, Theriana (2020) found that applying the CPS method in teaching reading recount texts to tenth-grade students at Senior High School 2 Palembang improved their achievement in reading these texts. Furthermore, Naz and Behlol (2024) demonstrated that blending the CPS framework in teaching English to sixth graders not only promotes creative thinking skills but also results in higher student performance compared to traditional methods like the Grammar Translation Method (GTM). Despite these findings, there remains a need for more focused research on how CPS is integrated into the

Emancipated Curriculum in Indonesia. Therefore, the present research aims to fill this gap by investigating the implication of CPS within the Emancipated Curriculum.

1.2 Identification of Problem

Despite extensive research on the implementation of Creative Problem Solving (CPS) in various educational contexts, there is a notable gap in the literature regarding its specific application within the Emancipated Curriculum in Indonesia. Current studies have highlighted the benefits of CPS, such as improved student attitudes toward learning, increased interest in subjects like statistics, enhanced memorization of concepts, and better problem-solving abilities. For instance, CPS has been shown to improve students' attitudes toward learning, enhance interest in subjects like statistics, aid in memorizing concepts, and foster problem-solving abilities (Hu et al., 2017). Similarly, Theriana (2020) found that applying the CPS method in teaching reading recount texts to tenth-grade students at Senior High School 2 Palembang improved their achievement in reading these texts. Furthermore, Naz and Behlol (2024) demonstrated that blending the CPS framework in teaching English to sixth graders not only promotes creative thinking skills but also results in higher student performance compared to traditional methods like the Grammar Translation Method (GTM).

Despite these findings, there remains a need for more focused research on how CPS can be effectively integrated into the Emancipated Curriculum in Indonesia. Previous studies have primarily examined CPS in different contexts and educational levels but have not specifically addressed its application within the unique framework of the

Emancipated Curriculum, which emphasizes autonomy, flexibility, and character development. The following part investigates the factors teachers should consider in implementing the Creative Problem Solving (CPS) method in the Emancipated Curriculum.

1.3 Limitation of the Problem

This study has some limitations. The research method conducted is an interview methodology, and only one Indonesian English as a Foreign or Foreign Language (EFL) teacher will be interviewed.

1.4 Formulation of the Problem

The problem of this research can be developed into the following questionsbased on the context mentioned:

1. What are the teacher's considerations on implementing the Creative Problem Solving (CPS) method in the Emancipated Curriculum?

1.5 Objectives of the Study

This study investigates teacher’s considerations on implementing the Creative Problem Solving (CPS) method in the Emancipated Curriculum.

1.6 Significance of the Study

The findings of the study will represent the consideration of Indonesian EFL teachers and will provide some practical and theoretical suggestions for:

1. English Education lecturer.

By considering the needs of Indonesian EFL teachers, the lecturer may utilize appropriate teaching strategies and techniques to improve undergraduate students' understanding of using authentic material.

2. English Education Department

The results of this study provide information for the English Education Department to explore the implication of Creative Problem Solving (CPS) approach in the Emancipated Curriculum.

3. English Education students

This study will benefit students by providing insight into their consideration while implementing the Creative Problem Solving (CPS) method in the Emancipated Curriculum.

4. Future Researchers

Because attitudes and motivation are essential in the English learning process, this study's results can be used as reference material for potential researchers interested in performing similar studies. They have also inspired other researchers to investigate this study.

CHAPTER II

LITERATURE REVIEW

2.1 Definition of Creative Problem Solving (CPS)

Webster's Dictionary defines CPS (Creative Problem Solving) as "a question raised for inquiry, consideration, or solution." The term "problem" refers to any situation where there is an opportunity to make a positive change, and "problem-solving" is the process of transforming the current state into a more favorable future state to enhance the quality of life (Webster's Dictionary, 2024). Raven (2000) suggests that problem-solving involves initiating experimental interactions with the environment to clarify the problem and potential solutions, enabling the problem-solver to learn more about the problem, refine their strategies, and modify their behavior for further experimentation. Various scholars have defined CPS in slightly different ways, including: "a process while overcoming the difficulties in achieving the goal" (Bigham, 1985), "an effort to accomplish a goal" (Schunk, 2004), "using knowledge to accomplish goals," "coping with problems" (Heppner & Peterson, 1982), and "cognitive and behavioral process" (D'Zurilla & Goldfried, 1971). The CPS model was first introduced by Osborn (1963) as a three-step model. It later evolved into a five-step model and finally into a six-step model, including fact-finding, problem-finding, idea-finding, solution-finding, acceptance-finding, and mess-finding (Treffinger & Isakson, 2005). Additionally, according to Hasibuan (2022), Creative Problem Solving (CPS) is an approach used to address story-based or text-based issues by finding innovative solutions. The term

"creative" refers to ideas that are novel or unique, at least to the person who develops the solution, and these ideas must also have value and relevance. A "problem" is any situation that poses a challenge, opportunity, or concern. "Solving" involves devising methods to address, meet, or resolve the problem.

Creative Problem Solving (CPS) has been utilized as a teaching method for decades. Treffinger, et al. (2003) state that CPS has been employed by organizations worldwide for over 50 years, evolving to continually provide creative solutions to problems and opportunities. According to Treffinger et al. (2003) describe CPS as a model that helps solve problems and manage change creatively, offering tools to translate goals and dreams into reality. Zhou (2017) mentioned that CPS, despite being seen as a toolkit for creative thinking, demonstrates that creativity, though often perceived as inherent, can be guided through appropriate teaching methods.

2.2 The Advantages of Implementing Creative Problem Solving (CPS) in Teaching

Creative Problem Solving (CPS) involves mental processes aimed at generating and developing a variety of new ideas. These processes include both convergent and divergent thinking, which work together to address problems creatively (Vongtathum, 2015; Isaksen et al., 2011). By combining these thinking styles, CPS facilitates the design and creation of innovative solutions. Additionally, according to Hu et al. (2017), CPS can significantly improve students' positive attitudes toward learning. Most students respond favorably to CPS teaching methods and find them suitable for subjects like statistics, as these methods increase interest, aid in memorizing concepts, and enhance problem-solving abilities. Similarly, Theriana (2020) found that applying the CPS method in teaching reading recount texts to tenth-grade students at Senior High School 2 Palembang

improved their achievement in reading these texts. Furthermore, Naz and Behlol (2024) demonstrated that blending the CPS framework in teaching English to sixth graders not only promotes creative thinking skills but also results in higher student performance compared to traditional methods like the Grammar Translation Method (GTM). These studies collectively suggest that CPS is a valuable pedagogical tool that fosters creativity, engagement, and academic success across various subjects.

2.3 The Challenges of Implementing Creative Problem Solving (CPS) in Teaching

Several teachers from various institutions have adopted creative problem solving (CPS) in general education (Laisema & Wannapiroon, 2014). However, implementing this approach, particularly for higher-order thinking skills, is more challenging than anticipated. Familiarizing and practicing problem-solving, critical, and creative thinking skills in the learning process presents significant difficulties, according to Gunatama (2020). Even with government directives to incorporate elements like KDP, literacy, numeracy, HOTS, and 4C, integrating higher-order thinking skills (HOTS) into the curriculum remains complex. Sandika and Fitrihidajati (2018) noted that the applied learning methods were ineffective, leading to low creative thinking skills, motivation, and academic achievement among students. Observations by Audrey et al. (2019) in a high school in Ambon revealed that the teaching model did not meet the 2013 curriculum's demands, resulting in poor student creativity.

Additionally, Conradty et al. (2020), emphasized the importance of fostering students' creative thinking. Still, they highlighted a pedagogical dilemma: teachers often lack the strategies and understanding necessary to effectively integrate higher-order thinking into classroom instruction.

2.4 Conceptual Framework of Creative Problem Solving (CPS)

Starko (2017) outlines a constructive mode of learning through creative thinking, which involves four key steps: understanding the challenge, generating ideas, preparing for action, and planning the approach. The first step, understanding the challenge, entails recognizing the goal to be achieved, identifying sources for data collection, and comprehending the challenges to be faced. The second step, generating ideas, involves brainstorming potential solutions and considering multiple approaches to meet the goal. Preparing for action, the third step focuses on selecting the most relevant and feasible solution, implementing it, and embracing new problem-solving methods. This step also involves assigning responsibilities and listing available resources. Finally, planning the approach is an ongoing component that serves as an outline for the entire problem-solving process, helping to keep the process on track. It includes designing processes and appraising tasks throughout the problem-solving journey.

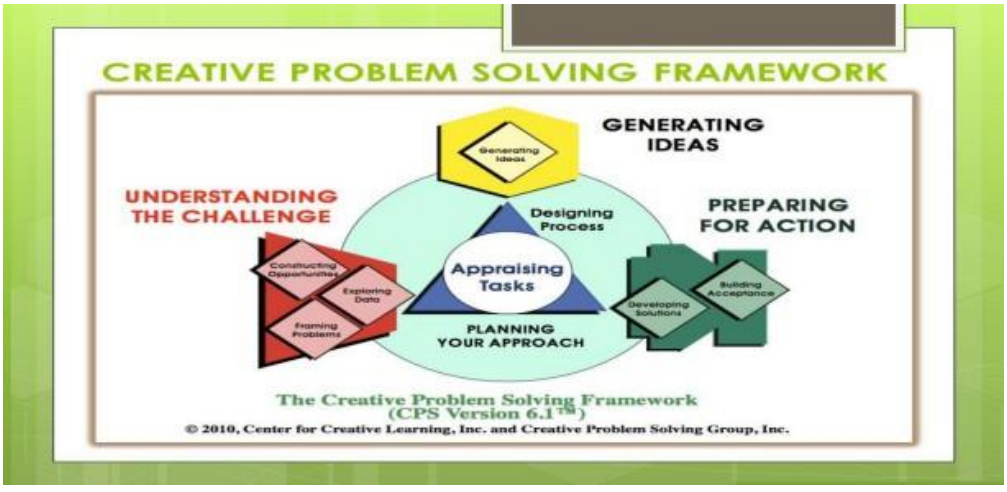

Figure 1 Creative Problem Solving (CPS) Framework. (CPS Version 6.1

CHAPTER III

RESEARCH METHOD

3.1. Research Design

This research design implemented qualitative research. It used qualitative research to investigate an Indonesian EFL teacher's considerations on implementing the Creative Problem Solving (CPS) method in the Emancipated Curriculum. Moleong (2007) argues that qualitative research focuses on social phenomena in an authentic setting and can voice the feelings and perceptions of the participants under study; it deals with behavior, perception, motivation, and action. It produces descriptive data in the form of words in a natural, specific context by utilizing a variety of scientific methods. The researcher employed a descriptive qualitative method, utilizing interviews as the primary data source. According to Gundrum (2022), descriptive qualitative research is a method that employs qualitative data described in a detailed, narrative manner. This approach involves collecting data in words and language rather than numerical data. Two primary methodologies are employed in educational research: inductive and deductive approaches. The deductive approach aims to test existing theories, models, or frameworks (Bloomberg & Volpe, 2018). In this study, the researcher utilized the deductive approach, often referred to as the "top-down" approach. Additionally, the researcher used documentation and observation as secondary data.

3.2. Participant and Setting

The participant in this research is an English teacher at a public school in Yogyakarta. The participant, Miss. Catherine *(pseudonym*) is familiar with teaching using Kurikulum Merdeka guidelines and has designed teaching modules. Miss Catherine has had teaching experience using the Creative Problem Solving (CPS) approach in senior high school in Yogyakarta. She has more than ten years of teaching experience at the school where she is currently teaching. The facilities available at this school are the same as public schools regarding standards, such as a library, language laboratory, and computer laboratory.

Miss Catherine was selected based on predetermined criteria (e.g., having experience using and applying the Creative Problem Solving (CPS) method, designing teachingmodules in Emancipated Curriculum, and using the Emancipated Curriculum as a reference in learning). Before the interview, the researcher contacted Miss Catherine for an appointment andconfirmation. The interviews with the participants were conducted once in the senior high school on May 22, 2024, and lasted about 35 minutes.

3.3 Instrument and Procedures

3.3.1 Interview Guide

Before collecting data through a semi-structured interview, the researcher contacted the participants via WhatsApp to ascertain their willingness to participate in the study. Upon receiving their agreement, the researcher sent a consent form for them to sign, formalizing their participation in the research.

According to Magaldi and Berler (2020), a semi-structured interview is a tool researchers use to explore a vital issue and uncover significant insights. Ruslin et al. (2022) proposed providing a comprehensive structure of overarching themes and specific subjects pre-determined to direct the researcher's investigation. A semi-structured interview enables the researcher to preplan questions to maintain focus on critical themes and investigate subjects or research inquiries that the researcher desires to examine. Therefore, a pre-prepared procedure is crucial for conducting a semi-structured interview. Creswell (2012) states that an interview protocol designed by the researcher consists of guidelines for conducting the interview, a set of questions to be posed, and a section for taking notes. According to Brinkmann and Kvale (2015), interview protocols are commonly used in the research literature as interview guidelines. These protocols typically include core questions related to the research questions and possible follow-up questions and prompts or an outline of the subjects to be discussed. A dependable interview protocol is a crucial tool for upholding the precision of qualitative research. Therefore, creating and fine-tuning the interview technique before data collection is crucial to guarantee its reliability.

Table 1. Interview Guide

According to Starko (2017), creative thinking involves a structured learning process that includes four key steps: understanding the challenge, generating ideas, preparing for action, and planning the approach.	**Interview Question**
1. Understanding The Challenge	- What strategies do you use to ensure that students clearly understand the goals they need to achieve?
2. Generating The Ideas	- What activities or techniques do you use to facilitate creative idea generation in your classroom?
3. Preparing For Action	- What role do you play in helping students develop a plan to implement their chosen solutions?
4. Planning The Approach	- What methods do you use to help students design processes and appraise tasks during their problem-solving activities?

3.3.2 Documentation

The supporting data for the interview is the documentation of the lesson plan of the teacher who became the participant. The researcher contextualized the interview question by recalling the participant's teaching practice in the documented lesson plan to identify the participant's consideration on implementing Creative Problem Solving (CPS) in the Emancipated Curriculum.

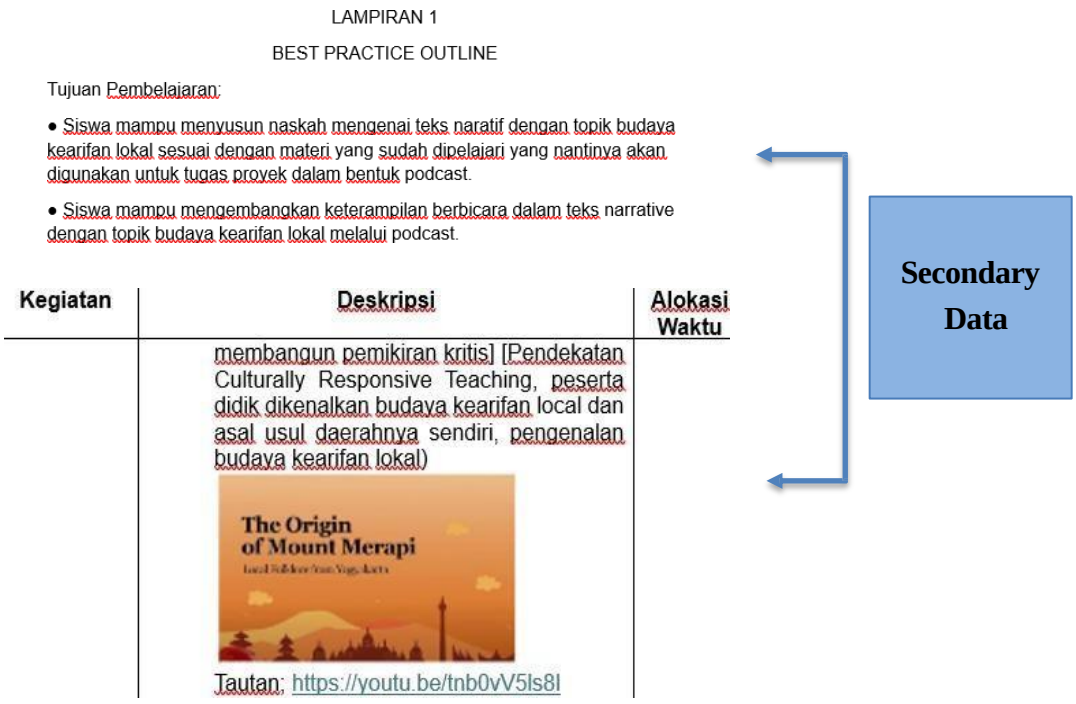

Figure 1. Screenshot of Participant's Lesson Plan

3.4. Data Analysis Procedure

Data collection was conducted in several steps in this study. The research utilized a deductive approach by "basing analysis on pre-existing theory" (Gale et al., 2013). The start lists helped initially identify key elements of the data that directly pertain to the research questions. The first column in Table I contains sub-questions from the interview guide related to the research question indicated in Column 2. The categories derived from the start lists are shown in Column 3, while Column 4 provides the reasoning behind these categories.

Example sub-questions from interview questions	Relates to RQ	Category (start list)	Rationale for category
What strategies do you use to ensure that students clearly understand the goals they need to achieve?	RQ: What are the teacher's considerations on implementing the CPS method in the Emancipated Curriculum?	Understanding the Challenge	For guiding students to clearly grasp the objectives of their tasks
What activities or techniques do you use to facilitate creative idea generation in your classroom?	RQ: What are the teacher's considerations on implementing the CPS method in the Emancipated Curriculum?	Generating Ideas	To stimulate creative thinking and idea development among students
What role do you play in	RQ: What are the teacher's	Preparing for Action	For aiding students in

helping students develop a plan to implement their chosen solutions?	considerations on implementing the CPS method in the Emancipated Curriculum?		structuring and planning the execution of their ideas
What methods do you use to help students design processes and appraise tasks during their problem-solving activities?	RQ: What are the teacher's considerations on implementing the CPS method in the Emancipated Curriculum?	Planning the Approach	To ensure students effectively plan and evaluate their problem-solving strategies

3.5 Data Trustworthiness

According to Nowell et al. (2017), five critical criteria for ensuring trustworthiness are credibility, transferability, dependability, confirmability, and audit trails.

Credibility ensures that the research findings accurately reflect the participants' views and experiences. Enhancing credibility includes prolonged engagement, persistent observation, triangulation, peer debriefing, and member checking (Guba & Lincoln, 1989; Lincoln & Guba, 1985). This study achieved prolonged engagement through interviews and lesson plan documentation. Interview responses with the lesson plan achieved the data triangulation.

Transferability refers to the extent to which the findings can be applied to other contexts or settings. It relies on providing thick descriptions so that others can judge the applicability of the research (Lincoln & Guba, 1985). The research offers a comprehensive description of the educational environment at the senior high school in Yogyakarta, including the implementation of the Kurikulum Merdeka and the specific teaching practices interviewed.

Dependability involves ensuring if the research process is logical, traceable, and documented clearly. It is often demonstrated through an audit trail (Tobin & Begley, 2004; Lincoln & Guba, 1985). The research process was meticulously documented, with detailed records of interviews, coding procedures, and thematic analysis. An audittrail was created by keeping comprehensive archiving of raw data and documentation.

Confirmability ensures that the findings are based on the participants instead of researcher bias. It is achieved through transparency in the research process and triangulation (Tobin & Begley, 2004; Guba & Lincoln, 1989). Triangulation of data sources, including interviews, lesson plans, and classroom observations, helped to ensure that the findings were derived from the participants' data.

An audit trail provides a detailed account of the research process, allowing others to follow the decision-making path and verify the study's findings (Koch, 1994; Sandelowski, 1986). The study includes an extensive audit trail with records of raw data and coded transcripts.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Finding

The research on teachers' considerations toward using the Creative Problem Solving approach in Emancipated Curriculum has investigated several teacher considerations. Through the deductive approach, Miss Catherine's (*pseudonym*) considerations toward using the Creative Problem Solving approach in the Emancipated Curriculum are categorized into four categories: understanding the challenge, generating ideas, preparing for action, and planning the approach.

4.1.1 Understanding The Challenge

To ensure that students clearly understand the goals they need to achieve, Miss Catherine employs a variety of strategies. She explicitly outlines the objectives of each lesson, providing clear and concise explanations of what is expected from the students. She uses visual aids and written instructions to reinforce these goals, ensuring that students can refer to them throughout the learning process. Additionally, Miss Catherine frequently engages students in discussions about the goals, encouraging them to ask questions and express any uncertainties they may have. By fostering an open and communicative classroom environment, she ensures that students are not only aware of their learning targets but also understand the steps necessary to achieve them.

Miss Catherine emphasizes the significant benefits of integrating subtitles in educational videos, as they can greatly assist students in improving their pronunciation and grammar. She underscores that reading texts, whether provided through books or videos, followed by comprehension questions, enhances students' receptive skills and facilitates their ability to communicate effectively. This comprehensive process involves reading, internalizing the information, and then expressing it, aligning with the principles of active learning and cognitive development. As Miss Catherine explained:

"Yes, there are **subtitles**. For them to know the **pronunciation**, and the **grammar** maybe they can use that. So, the results of what they read, for example, if we give reading texts without video, only using books, that's also possible. After reading, they must be given questions, right? What did you read? About what? They become **receptive**. After being receptive, it goes in here, to have communication. After **communication**, having read, it is stored in the brain, and then brought out, that's three. But if listening, listening must be followed by bringing it out." (CL/P/093)

This statement highlights the multi-faceted nature of language learning, where listening, reading, and speaking are interconnected processes that collectively support overall language proficiency. The use of subtitles not only aids in understanding pronunciation and grammar but also reinforces the comprehension of spoken language, thereby creating a holistic learning experience.

In a similar vein, Miss Catherine elaborates on the importance of collaboration and critical thinking in public speaking activities. She notes that through public speaking, students not only enhance their communication skills but also gain a deeper appreciation for cultural values and develop their critical thinking abilities. This is achieved by engaging students in discussions and questions related to the texts they read, which

encourages them to think critically and respond spontaneously. Miss Catherine elaborated:

"The goals are, that the student can **collaborate** using good **public speaking**, of course, adapted to the current generation, the student can also explore the cultures that exist in Indonesia itself, the children can also find positive benefits from such collaboration by reading the texts, the results of their reading, Oh it turns out to be good, oh it turns out we shouldn't be like this, we shouldn't be like this, we should be like this, so taking the values. Besides culture, the values are beneficial for their future life, the continuation of their aspirations, for example. Besides that, they can also tell stories, and think critically as well. So, if asked spontaneously, they truly understand because the questions are also by what they read and learn. For example, if they read about Cinderella, automatically the questions are about Cinderella, right? So, the student can also understand, what is asked is in line with what they read." (CL/P/057)

This approach to learning not only enhances students' ability to articulate their thoughts and ideas but also insists on a deeper understanding of cultural narratives and moral values. By linking the content of their reading materials to real-life applications and discussions, students can draw meaningful connections and enhance their cognitive and communication skills. Engaging in public speaking activities allows students to practice expressing their thoughts clearly and confidently, fostering their ability to think on their feet and respond to questions accurately.

Additionally, Miss Catherine's emphasis on spontaneous questioning related to the texts read by students encourages a deeper engagement with the material. This method ensures that students do not merely memorize content but truly understand and can discuss it thoughtfully. For instance, if students read a story like Cinderella, the questions asked are directly related to the story, helping them to better comprehend and articulate their understanding.

4.1.2 Generating Ideas

Miss Catherine employs a variety of strategies to facilitate creative idea generation in her classroom, emphasizing the importance of role-playing, active participation, and diverse instructional methods. According to Miss Catherine, one effective technique is to adopt various roles within the classroom to inspire and guide students. She highlights her use of role-playing activities, such as hosting a podcast, where she can assume the roles of a host, co-host, and guest. This method not only engages students but also allows them to see her as a role model. She elaborated:

"When I first taught, I automatically positioned myself as a role model. That's what you were told to do in a podcast; there's a host, a co-host, and guests, right? So, the teacher could act as a role model and host. Giving lots of questions to students is like that, right? So, at that time, students became guests. The teacher could also be a **mentor**, **monitor**, **role model**, or **host**, and the teacher can also be an **instructor**. When the teacher asks the students, please try now, you are in the group please do like the teacher says, like the teacher asking you, as host, as a guest. So that's how it is, you become an instructor, right? After that, I can be a mentor, we have arranged that we can be mentors, then we can also be friends when they, if you still have questions, you can ask me. I think, we can help you with the question, what is the solution, if you are getting stagnant, right? There are lots that a teacher can do, right?" (CL/P/069)

This method encourages students to participate actively and think critically by putting them in different roles, which enhances their engagement and learning experience. By switching between the roles of mentor, instructor, and peer, Miss Catherine creates a dynamic and supportive learning environment where students feel comfortable exploring and expressing their ideas.

Another strategy Miss Catherine uses is incorporating various media and instructional techniques to enrich the learning experience. She mentioned the importance

of using different formats like storytelling, podcasts, and digital media to facilitate creative thinking and critical analysis. Miss Catherine described her approach:

"Yes. I consider I have an idea, I just write it down immediately, oh I want a narrative text so the children can do **storytelling**. So, what is storytelling? I must learn first, for example, a podcast. What is a **podcast**? I look it up first, then I study examples of podcasts, and the same goes for teaching narratives. I take one example first that I present to the students. Then I will talk a little about what a podcast is, maybe I will also give examples of podcasts. Then, because a podcast requires a lot of questioning, I also must teach how to make questions that trigger, that can encourage students to think more critically. Yesterday I taught recount text, it's the same, so one becomes digital storytelling. The kids do it. Sometimes I alternate, oh tomorrow narrative with storytelling, the next day learning this with a podcast, so the materials are different to enrich them. Tomorrow gives material with **songs** and poetry, so the children read song lyrics with poetry." (CL/P/057)

By alternating between different teaching methods and incorporating multimedia resources, Miss Catherine keeps the students engaged and encourages them to think creatively. This approach helps students understand the material from various perspectives and fosters their ability to generate innovative ideas.

4.1.3 Preparing For Action

Miss Catherine employs a structured approach to ensure that students are adequately prepared for action after generating creative ideas. This involves selecting the most relevant and practical solutions, as well as implementing clear and effective plans. She emphasizes the importance of selecting appropriate models and frameworks to guide her teaching. She mentions using the Creative Problem Solving (CPS) model, which provides a structured approach to tackling challenges and developing solutions. This model includes specific steps and criteria for evaluating and implementing ideas. As she explains:

"Then there is also the assessment, and also the syntaxes, the models, using which model I used yesterday if I'm not mistaken it was CPS, **creative problem solving**. That also has its model. There are steps, and there are phases too. The only difference is that." (AT/P/010)

In her approach, Miss Catherine integrates real-life scenarios and moral values into her lessons to make learning more relevant and meaningful for students. She highlights the importance of connecting classroom activities to real-world contexts to enhance students' understanding and application of the concepts being taught:

"Yes, **real life**. Because what we take is not the story but the moral value that we take and adjust to the present." (AT/P/014)

To further prepare students for action, Miss Catherine uses a variety of assessment and assignment techniques. She designs quizzes and tasks that are directly related to the material presented in class, ensuring that students can apply their knowledge in practical ways. For instance, she describes how she tailors quizzes to the content of stories or videos shown in class, and how she incorporates reading comprehension, generic structures, language features, and information retrieval tasks:

"The assignments are firstly automatically **quizzes**, right? For example, I show a story about Mount Merapi, then my quiz is automatically adjusted to what they see. Then maybe I can also give reading comprehension or give the generic structure, or the language features, or also about getting information from the task that can also be done. Questions that support according to what they watch at that time when learning." (AT/P/030)

4.1.4 Planning The Approach

Miss Catherine highlights the significance of a well-structured approach in planning lessons that foster students' creative problem-solving skills, particularly through the integration of English as a medium of communication. She emphasizes that

the goal is to make students proficient in English so they can effectively communicate and promote their cultural heritage globally. This approach aligns with the principles of the Emancipated Curriculum, which aims to prepare students for a globalized world. As Miss Catherine explained:

"From the Emancipated Curriculum? From the Emancipated Curriculum to the English lesson itself, as the minister said, we are in a different era now. The hope is that English can become a medium of communication, especially as mentioned earlier, it is made in English. If children master our culture, then we can explain it globally to the outside world. For example, procedural texts, how to cook, and so on. If we don't understand English, how can we promote it abroad? For example, if a foreigner comes here and immediately knows, what is it, klepon. So, how to make it? It's delicious. Well, if they speak English fluently, they will automatically know and immediately explain, demonstrate, present, market, or publish. That is the function of English there actually. Then, if someone meets a foreigner, they automatically want to know a lot, right? Well, if we can't respond well to foreigners, automatically our learning is useless. The **main point is for communication**." (AP/P/071)

Miss Catherine also stresses the importance of integrating all aspects of language learning—written, spoken, listening, and speaking—into her lessons. This comprehensive approach ensures that students are well-rounded in their English proficiency and can apply their skills in various real-world contexts. She provides an example of using news reporting as an activity to practice these skills:

"Yes. Both **written, spoken, listening, and speaking**, right? When we become news anchors reporting news, how? What happens? We also have to explain as well." (AP/P/073)

4.2 Discussions

Based on the data from the interview and a study of the materials provided by Miss Catherine, it can be concluded that Miss Catherine has effectively applied Starko's (2017) principles of creative thinking, which consist of four steps: understanding the

challenge, generating ideas, preparing for action, and planning the approach. Miss Catherine's strategies align with these principles by ensuring students understand their goals, employing role-playing and diverse instructional methods to generate ideas, using the CPS model to prepare for action, and integrating comprehensive language skills to plan the approach. Her methods create a supportive and engaging learning environment that fosters students' creative problem-solving skills and cognitive development.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The study revealed that Miss Catherine effectively applied Starko's (2017) principles of creative thinking within the Emancipated Curriculum framework, significantly enhancing the learning experience. These principles—understanding the challenge, generating ideas, preparing for action, and planning the approach—promoted students' critical thinking and creativity. Miss Catherine's strategies, such as using role-playing, integrating multimedia resources, and emphasizing comprehensive language skills, ensured that students were engaged and could apply their knowledge in real-world contexts. This approach helped bridge the gap between theoretical knowledge and practical application, making learning more relevant and impactful. As a result, students developed better communication skills and cultural awareness, aligning with the curriculum's goals of preparing them for a globalized world.

5.2 Suggestion

To further enhance the effectiveness of the Creative Problem Solving (CPS) approach in the Emancipated Curriculum, it is recommended that teachers continue to diversify their teaching methods and incorporate real-world materials. Teachers should pay close attention to selecting materials that are appropriate for students' levels and interests. Additionally, further research should be conducted to investigate the specific use of CPS in various aspects of English as a Foreign Language (EFL) teaching, such as

reading comprehension, listening skills, and speaking activities. This will provide a more comprehensive understanding of the CPS approach's effectiveness in different contexts and contribute to the continuous improvement of EFL teaching practices within the Emancipated Curriculum framework.

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APPENDIX I

Transcription

Participant : Ms. Catherine *(pseudonym*)
Time : 12.45 – 14.15 Indonesian Western Time
Place : Senior High School in Yogyakarta
I : Interviewer
R : Participant

SUBJECT	LINE	TRANSCRIPTION	CODING
I	001	"Jadi yang pertama, kira-kira konten pembalajaran yang kemarin miss desain itu sudah sesuai belum sama regulasi kurikulum merdeka?"	
P	002	"Yang saya upload?"	
I	003	"Iyaa…"	
P	004	"Yang saya upload itu udah sesuai dengan kurikulum merdeka."	
I	005	"Ee... cara memastikannya gimana miss?"	
P	006	"Cara memastikannya, logikanya kan bentuk RPPnya itu kan bukan RPP lagi tapi namanya modul aja, dan modul ajar itu lengkap ya, ada P5nya, gitu kan?"	
I	007	"Iya"	
P	008	"Kapan kita harus ngajar P5, kapan kita, maksudnya kita mengajar bahasa Inggris tapi P5 kan kita bisa ambil dengan kolaborasi berpikir kritis, kemudian mandiri, gitu kan mbak? ada ya di situ ya?"	
I	009	"Oh iya."	
P	010	"Terus penilaiannya juga ada, terus juga sintak-sintaknya, model-modelnya, pakai model apa saya kemarin, kalo ga salah CPS ya, creative problem solving kan. Itu juga ada modelnya. Ada cpnya juga, trus ada tpnya juga gitu kan. Cuma bedanya itu"	AT/P/010

I	011	“Apakah konten tersebut sudah sesuai dengan umur, minat, kebutuhan, dan tujuan pembelajaran siswa?”	
P	012	“Kalo menurut saya itu, kontennya itu sudah pas sekali dengan siswa saya loh. Itu kan kontennya materinya menggali kreatif siswa ya, tapi juga untuk mengangkat budaya kita Indonesia. Jadi biar anak SMA tetep tau gitu loh, oh jadi dulu ada cerita ini, cerita naratif itu kan? Ternyata cerita naratif banyak banget ya? Dulu kan taunya di SMP cerita naratif ya naratif aja, ternyata ada yang berbentuk legend, mistis, kemudian ada yang berbentuk legenda, ada yang berbentuk pengalaman misalnya gitu.”	
I	013	“Apakah konten pembelajarannya berbasis kehidupan nyata dan up to date?”	
P	014	“Em.. iya, kehidupan nyata. Karna yang kita ambil itu bukan ceritanya tapi moral value yang kita ambil sesuaikan dengan sekarang”	AT/P/014
I	015	“Oh disesuaikan dengan keadaan?”	
P	016	“Iya. Misalkan kita cari malin kundang ya, misalkan. Kita kan ada refleksinya, menurut kalian apa benar nih malin kundang itu dengan malin kundang yang sekarang ada perbedaannya? Kita jadi membandingkan sifat-sifat malin kundang pada cerita di dongeng sama keadaan sekarang, apakah masih ada... mungkin malin kundangnya yang sekarang berbeda ya”	
I	017	“Mungkin berbeda ya miss.”	
P	018	“Tapi malin kundang durhaka sama orang tua kan?”	
I	019	“Iya, intinya tetep durhaka. Tapi ceritanya beda gitu ya miss.”	
P	020	“He’eh, gitu lah.”	
I	021	“Terus, apakah konten pembelajaran itu required dari siswanya.”	
P	022	“Maksudnya?”	
I	023	“Mungkin, lebih ke kaya siswanya lebih mencari tau jadi gak stuck pembelajarannya. Mungkin bisa explore sendiri atau cari tau sendiri.”	
P	024	“Iya. Karena di situ saya memberikan materi dengan berbagai macam naratif, ternyata jenis-jenis naratif banyak sekali gitu kan. Sehingga siswa itu	

		sama saya dipersilakan untuk memilih mana yang kau sukai untuk membuat tugasnya. Misalkan membuat project kolaborasinya, bisa juga... kan itu podcast ya waktu itu ya?"	
I	025	"Iya, podcast."	
P	026	"Bisa berwujud, misalkan dari cerita daerahnya masing-masing, atau bisa juga berbentuk fiksi, legend, atau horor, dan sebagainya gitu loh. Jadi sukanya siswa aja."	
I	027	"Berati itu kaya, siswa itu bisa inisiatif sendiri gitu ya miss?"	
P	028	"Iya, memperluas kontennya. Terus untuk tugasnya kan bisa siswa uploadnya dimana gitu kan, kaya gitu kan menceritakan ya podcastnya. Bisa juga dengan di youtube, di tiktok, atau dimana, instagram, boleh."	
I	029	"Terus miss, itu jenis tasknya gimana ya miss kemarin? Penugasan maksudnya."	
P	030	"Penugasannya itu yang pertama otomatis kan kuis ya, kalo kuis kan tentang apa.. misalkan saya tayangkan dulu satu cerita tentang gunung merapi gitu ya, nah otomatis kuis saya kan disesuaikan dengan yang mereka lihat. Terus mungkin bisa juga saya berikan reading komprehennya atau berikan saya generik structurnya, atau language featurenya, atau juga tentang getting information from task itu juga bisa. Pertanyaan-pertanyaan yang mendukung sesuai dengan yang mereka tonton saat itu ketika belajar."	AT/P/030
I	031	"Kira-kira tugasnya itu dibedakan dan diurutkan gitu gak ya miss?"	
P	032	"Kalo untuk tugas, otomatis kan guru memberikan kaya apa namanya, semacam rule, aturan gitu ya. Jadi, aturan tugasnya disuruh apa sih. Kan disuruh bikin podcast dengan cerita yang kalian sudah ada, pahami, gitu kan? Pertama, yuk explore cerita, kemudian explore toh, cerita apa yang kamu sukai. Aku seneng horor, aku seneng ini. Oke deh, fine kalo kamu seneng horor. Bagi kalian yang seneng horor, coba ceritakan cerita horor yang pernah kalian baca, kalian tonton gitu. Kalo aku gak suka horor miss, aku sukanya legenda. Oke boleh,	

		legenda dari mana? Legenda dari daerah mu, misalkan dari Jogja atau darimana silakan. Setelah mereka belajar itu, kan aku kasih pertanyaan lagi, seperti mentoring gitu loh. Apa ceritanya? Ini apa? Terus ceritanya bagaimana? Kan mereka jadi menjawab kan, membaca bener gitu loh. Setelah itu saya suruh mereka membuat tanya jawab tapi sama temennya, berkolaborasi gitu kan. Tadi kan sama saya, dikasih contoh. Nah nanti berkolaborasi. Nanti ceritamu itu, kan kaya telaah cerita toh itu, terus di podcastkan. Terus otomatis pas kita bikin pertanyaan, kita juga belajar bagaimana cara membuat pertanyaan ya, dan juga cara menjawab tadi kan diberikan cara-cara gurunya memberikan contoh-contoh pertanyaan trus juga jawabannya. Misalkan ditanyakan, kontennya what information you getting. Jadi, diberikan berbagai macam pertanyaan biar anaknya, gimana ya... belajar berkomunikasi."	
I	033	"Oh, open ended ya?"	
P	034	"Iya. Jadi bisa diberikan pertanyaan dengan bebas-bebasnya dia aja. Misalkan, tadi ceritanya kok bisa ya? Kok Malin Kundang bisa seperti itu ya? Kenapa misalnya?"	
I	035	"Berarti dengan pertanyaan open ended itu harapannya bisa ngeprovide kemampuan kognitif mereka ya miss?"	
P	036	"Iya kritikalnya."	
I	037	"Oh iya, critical thinking. Lalu, apa yang membuat teks penugasan tersebut menjadi autentik miss?"	
P	038	"Penugasan ya? Kan setelah tugas.. Kalo diberi tugas, otomatis mereka tak suruh membuat tugasnya kan. Pertemuan pertama kan mereka belum jadi tugasnya ya karena project, nah kita mentoring, sejauh mana sih membuat tugas? Ada kesulitan? Dan mereka menggunakan bahasa Inggris itu untuk menjawabnya. Oke guys, for week one i think i have mentoring you what the progress in doing the project, gitu kan. Ya saya harus memberikan pertanyaan-pertanyaan yang sesuai, misalnya tentang judulnya, ceritamu apa? sudah sejauh mana? berapa persen? itu week 1. Terus	

		kapan kalian mau upload? planningmu setelah ini mau apa?"	
I	039	"Jadi penugasan tersebut tuh karna apa ya.. Ee.."	
P	040	"Bukti autentik tadi?"	
I	050	"Ah..iya."	
P	051	"Nanti hasil dari yang mereka jawab, kan autentik banget toh mereka membaca kan dari hasil dia baca, explore, kan autentik? Terus ketika dia explore kan itu autentik banget loh. Aku bacanya kemarin horor miss, horor dimana? Perpustakaan UGM katanya, autentik nggak?"	
I	052	"Oh iya miss, yang horornya."	
P	053	"Ada tuh yang cerita itu anak saya"	
I	054	"Oh iya, di UGM ya miss"	
P	055	"Iya, cerita horor di UGM gitu dia cerita, autentik kan? Terus pernah kesana explore, dia lihat, foto-foto, bener gak sih? Hasilnya mereka juga autentik ketika mereka perform kan autentik banget toh? Kenyataan. Ada yang cerita horor di UII juga kok. Nah, itu misalnya."	
I	056	"Goals dan ekspektasi miss pas pembelajaran kemarin apa miss"	
P	057	"Goalsnya, anak mampu berkolaborasi dengan menggunakan public speaking yang baik tentunya disesuaikan dengan anak zaman sekarang ini ya, anak juga bisa mengexplore budaya-budaya yang ada di Indonesia sendiri, anak juga bisa mencari positif the benefit dengan kolaborasi seperti itu dengan membaca teksnya, hasil bacaannya itu, Oh ternyata bagus ya, oh ternyata kita gak boleh begini, gak boleh begini, harusnya kita gak gini, jadi mengambil valuesnya. Selain budaya, valuesnya yang bermanfaat bagi dia untuk kelanjutan hidupnya, kelanjutan cita-citanya misalkan. Di samping itu, dia juga bisa bercerita, bisa berpikir kritis juga. Jadi, spontanitas ditanya, dia betul-betul paham karena yang ditanya juga sesuai dengan apa yang mereka baca dan pelajari. Misal bacanya tentang Cinderella ya, otomatis pertanyaannya tentang Cinderella dong? Jadi anak juga bisa paham, apa yang ditanyakan sesuai dengan yang dia baca."	CL/P/057

I	058	“Terus, gimana cara miss menyeimbangkan independentnya siswa dan peran miss sebagai guru.”	
P	059	“Biar balance ya?”	
I	060	“Iya.”	
P	061	“Ketika saya pertama mengajar, otomatis kan saya memberikan... saya sebagai role model. Itu kan tadi disuruh podcast ya, ada hostnya, co-hostnya, ada guestnya gitu kan? Nah, di saat itu guru bisa mencadi role model sebagai hostnya. Giving many quoestions to student gitu kan. Nah ketika itu, siswa jadi guest. Guru juga di situ bisa menjadi mentor ketik memonitor, bisa jadi role modelnya, terus juga bisa jadi hostnya, terus guru juga jadi instrukturnya ketika guru menyuruh siswa silakan kalian sekarang coba, you are in group please doing like the teacher saying, like the teacher asking you, as host, as guest. Jadi gitu, bisa jadi instruktur ya. Setelah itu kan kita bisa jadi mentor, sudah ngatur kita bisa jadi mentor, trus kita juga bisa jadi teman ketika mereka, if you still have question, you can ask me. Bertanya sama saya boleh. I think, we can help you what the question, what the solution, kan gitu. Banyak bisanya guru ya?”	ID/P/061
I	062	“Iya.”	
P	063	“Mentor, monitor, instruktur, friends, teacher, motivator juga.”	
I	064	“Kalo model pengajarannya miss itu transmisi teacher center apa interaksi timbal balik?”	
P	065	“Kalo saya tidak teacher center, masuk pada interaksi timbal balik, kadang student center.”	
I	066	“Oh iya, seperti yang miss jelaskan sebelumnya ya?”	
P	067	“Kadang siswa pernah ngajari saya, miss aku pernah baca ini. Coba ceritakan, biar temen-temen denger.”	
I	068	“Apa yang miss pertimbangkan saat merancang modulnya? misalnya, oh nanti saya goalsnya gini, gini, gini.”	
P	069	“Iya. Saya pertimbangkan, saya punya ide, langsung saja saya tuliskan, oh aku mau teks naratif	ID/P/069

		biar anak nanti bisa story telling. berati saya harus, story telling itu apa sih? Nah, saya harus belajar dulu, podcast misalkan. Podcast itu apa ya? saya buka-buka dulu, terus contoh-contoh podcast saya pelajari dulu gitu kan, terus kalo ngajarin naratif itu kan sama. Saya ambil contoh satu dulu yang saya hadirkan pada siswa. Terus podcast itu apa saya akan ngomong sedikit tentang podcast, mungkin contoh- contoh podcast juga saya berikan salah satunya. Terus kemudian, karena podcast itu mesti harus banyak bertanya ya, saya juga harus mengajarkan bagaimana cara membuat pertanyaan yang triggers ya, yang mampu menggali siswa berpikir lebih kritikal gitu kan. Kemarin saya ngajar ini loh, recount, itu sama persis jadi satu. Jadi digital story telling. Anak-anak jadi loh. Itu kadang-kadang saya bergantian mbak, oh ini besok naratif pakek story telling, besok belajar ini pakai podcast gitu loh, jadi beda materi-materinya untuk memperkaya ya. Besok memberikan materi lagu dengan puisi, jadi anak membacakan lirik lagu dengan puisi gitu kan."	
I	070	"Ee.. sebenernya tuh lingkungan pembelajaran yang diharapkan ketentuan kurikulum itu seperti apa? Ada gak miss contohnya?"	
P	071	"Dari kurikulum merdeka? Dari kurikulum merdeka itu pelajaran Bahasa Inggris sendiri ya, sebenarnya kaya pak menteri bilang tuh kan ini kita sudah berbeda zaman harapannya kan bahasa Inggris bisa menjadi media komunikasi terutama kaya tadi loh dibuat bahasa Inggris ya. Kalo anak-anak menguasai apa sih budaya kita gitu kan, kemudian kita bisa menjelaskan secara globally ke dunia luar. Misalnya, prosedur teks ya, cara masak, bikin omelete dan sebagainya, kalo kita gak paham bahasa Inggrisnya gimana kita mau promosikan ke luar negeri. Misalkan ada orang asing kesini dan langsung tau, what is it, klepon. so, how to make itu? it's delicious. Nah, kalo mereka lancar berbahasa Inggris, otomatis mereka kan tau dan langsung menjelaskan, mendemokan, mempresentasikan, atau marketing, atau juga mempublikasikan, itu fungsi bahasa Inggris di situ	AP/P/071

		sebenernya. Terus, orang kalo kenal sama orang asing otomatis mereka kan pingin tau banget toh, nah kalo kita gak bisa bagaimana cara merespon dengan baik dengan orang asing otomatis kan useless kita belajar. Intinya untuk komunikasi ya mbak."	
I	072	"Oh iya, berati untuk bisa berkomunikasi jadi diajarkan dikelas gitu ya miss?"	
P	073	"Iya. Baik itu written, spoken, maupun listening gitu kan, dan speakingnya. Disaat kita menjadi penyiar berita melaporkan berita, how? what happens? gitu kan. Kita juga harus menjelaskan juga."	AP/P/073
I	074	"Harapannya, siswa bisa berkomunikasi bahasa Inggris di real life gitu jadi miss integrasikan ke pembelajaran?"	
P	075	"Terus misal kita baca apa sih itu, diskon, kan bisa menjelaskan, misal baca cerita bisa menjelaskan lagi gitu kan."	
I	076	"Ee.. pas pembelajaran kemarin itu kira-kira learning environment yang miss ciptakan itu memfasilitasi nggak ya miss? buat mereka encourage, buat mereka berani menyampaikan"	
P	077	"Saya detailkan itu tadi, detailkan berita. Naratif ya, saya memperformkan naratif yang ada di youtube itu. Kan mereka nonton ya, setelah itu gurunya harus memberikan pertanyaan-pertanyaan, apa sih yang kau tonton tadi gitu kan, terus kamu tau gak cerita itu bentuknya cerita apa, critical kan. Terus, tau gak cerita itu asalnya darimana? Dari Sumatra. Kok bisa Sumatra? Apa yang membuat kamu jawabannya jadi sumatra? Kritikal thinking gak? Itu miss, budayanya, cara pakaiannya, atau mungkin cara apanya gitu kan, atau mungkin situasinya gitu kan. Itu contohnya seperti itu."	
I	078	"Essential questionsnya itu harus ada berati ya miss?"	
P	079	"Iya. Kamu tau gak cerita cinderella sesungguhnya? Tau miss, kan dia googling. Jadi mereka ngomong itu bisa sambil menceritakan. Kok saya pernah denger ya cerita cinderella tapi dari jepang? Kok bisa? Iya, tapi gini. Menurutmu gimana? Apakah	

		cinderellanya dari Jepang, nah dia langsung cari kan jawabannya. Padahal saya hanya menanyakan pertanyaan pemantik saja. Jadi, jadi guru tuh harus siap-siap pertanyaan pemantik ke siswa.”	
I	080	“Iya miss bener. Pas pembekalan kemarin juga saya dikasih tau kalo bisa siapin banyak pertanyaan pemantik.”	
P	081	“Iya, palingan itu imajinasi, by seeing experience, atau apa pun pokonya yang pemantik-pemantik aja.”	
I	082	“Terus miss, kira-kira ada siswa yang gak mendengarkan miss, gak mau, terus gakmau pake kolaborasi, itu gimana miss menyikapinya?”	
P	083	“Ya ditanya, mungkin dia lagi gak seneng seseorang toh. Kadang aku menemukan, bisa gak ya miss aku gak bekerja sama orang itu? Eh kenapa? Terus saya ceritakan, kamu besok mau jadi apa? dokter. dokter itu tugasnya apa gitu kan? mengobati pasien. Pasien itu juga manusia bukan? kan kamu juga kolaborasi toh? terus gimana caranya kamu menyembuhkan pasien kalo kamu males ngomong? Itu contoh sedikit aja ya. Jadi, setiap pekerjaan apa pun kamu pasti berhubungan sama manusia. jangan sampai kamu tidak mau berkolaborasi dengan orang lain walaupun orang yang belum kita kenal, jangan sampai kamu langsung begitu saja, ah aku gakmau sama itu. Gak boleh. Kenapa? Karena kalo nanti kalian bekerja yang sesungguhnya, kalian itu akan bertemu dengan orang-orang yang bermacam-mcam ya kan? Kalo kalian sendiri gak bisa bergaul, beradaptasi, nanti kalian akan rugi. Terus akhirnya dia mau dengan berkolaborasi. Terus tak kasih tau, kamu ini kalo sama temen jangan diliat yang nggak sukanya, liat yang sukanya. Liat yang posisi segi positifnya, pasti setiap orang punya walaupun sekecil apa pun.”	
I	084	“Saya lanjut ya miss, kira-kira konten dari materi tersebut mempromosikan kesadaran budaya, sosiolonguistik, dan paralinguistik siswa? Kalo sosiolinguistik mungkin lebih kaya siswa jadi lebih paham variasi bahasa, dialek, ragam bahasa, dan mungkin norma-norma komunikasi masyarakat.	

		Kalo untuk paralinguistik itu mungkin lebih kaya aspek komunikasi tapi bukan dari linguistiknya, mungkin kaya intonasi, nada suara."	
P	085	"Oh iya, otomatis kan mereka berbeda-beda, sifatnya berbeda-beda, guru aja berbeda-beda ya. Tapi saya ke siswa ngajarkan gitu, kalian itu sebaiknya harus bisa terbuka, gak boleh menutup diri. Kita bisa melemahkan sedikit ego kita. Intinya, kita bisa mengendalikan diri, sifat orang berbeda-beda. Misalnya, kalian tau toh sifat malin kundang bagaimana. Jadi, saya hubungkan dengan cerita yang sudah dibaca. Menurutmu malin kundang baik gak? misalnya kamu jadi malin kundang, kamu ketemu ini bagaimana? gitu loh. membuat sosionya... malin kundang orang mana coba? Sumatra kan, kamu orang mana? Jawa kan. Terus gimana menurutmu? Misalkan kamu jadi malin kundang apakah kamu... Itu juga bisa."	
I	086	"Jadi banyak aspek ya miss, malin kundang."	
P	087	"Iya, to many aspect. Bisa malin kundang, bisa ini juga cerita mormoratif juga bisa, misalkan dalam Indonesia, kok prabu ini jahat?"	
I	088	"Gimana cara miss mempertimbangkan buat integrasi materinya? ke listening, reading, speaking, writting, gitu miss."	
P	089	"Pas memilih materinya?"	
I	090	"Iya. He'eh."	
P	091	"Kalo materi misalkan didengar ya, mereka bisa reseptive, menulis. Terus setelah menulis kan mereka bisa speaking up ya kan? Ngomong apa yang kamu tulis tapi tidak melihat tulisan. Jadi dengan ide-ide itu. Terus ketika mereka mendengarkan youtube, listening kan. Kan aku bisa membuat pertanyaannya, gitu ya. Ketika reading ya, mereka kan juga bisa membaca melalui subtitlenya"	
I	092	"Oh dari video yang miss kasih itu?"	
P	093	"Iya, kan ada subtitlenya. Jadi untuk mereka mengetahui pronouncenya, gramarnya mungkin ya bisa dengan itu. Jadi hasil yang mereka baca, misalkan kita memberikan bacaan teks tanpa video hanya menggunakan buku, itu juga bisa. Setelah membaca kan pasti harus diberikan pertanyaan ya?	CL/P/093

		Apa yang kau baca? tentang apa? Itu mereka jadi reseptive. Setelah reseptive kan masuk kedalam sini ya, to have communication. Setelah komunikasi kan, sudah membaca, naro di sini ke otak, kemudian keluarkan gitu kan, itu tiga. Tapi kalo mendengar, mendengar harus ini terus keluarkan.”	

APPENDIX II

LAMPIRAN 2
BEST PRACTICE OUTLINE

Tujuan Pembelajaran:

● Siswa mampu menyusun naskah mengenai teks naratif dengan topik budaya kearifan lokal sesuai dengan materi yang sudah dipelajari yang nantinya akan digunakan untuk tugas proyek dalam bentuk podcast.

● Siswa mampu mengembangkan keterampilan berbicara dalam teks narrative dengan topik budaya kearifan lokal melalui podcast.

Bab I Pendahuluan	Latar belakang	Masalah yang akan dibahas	Kepercayaan diri siswa untuk berbicara dalam bahasa Inggris menjadi masalah krusial bagi siswa terutama kelas X dengan implementasi kurikulum merdeka, terutama dalam pemahaman, penalaran dan penerapan seperti kosakata, tata bahasa, pengucapan dan pemahaman teks bacaan dalam melakukan komunikasi.
		Alasan yang timbul terhadap masalah tersebut (dari teori atau observasi/interview)	1. Masa transisi dari SMP ke SMA 2. Adaptasi dengan kurikulum merdeka 3. Sistem zonasi observasi/interview) 4. Bahasa inggris yang merupakan bahasa ditawarkan asing. 5. Keterbatasan waktu KBM
		Solusi/metode yang ditawarkan	Dengan menerapkan metode Creative Problem Solving melalui podcast

			pada materi narrative text kelas X dapat meningkatkan keterampilan berbahasa Inggris baik lisan maupun tulisan.
		Konsep dari metode CPS dapat meningkatkan kepercayaan diri tersebut dan Bagaimana bisa menyelesaikan masalah	CPS dapat meningkatkan kepercayaan diri siswa dan menstimulasi siswa untuk berbicara menggunakan bahasa Inggris secara kritis dan kreatif terutama pada pemahaman, penalaran dan penerapan seperti kosakata, tata bahasa, pengucapan dan pemahaman teks bacaan dalam bentuk Narrative.
	Jenis kegiatan (mata pelajaran, kelas)		Pembelajaran Bahasa Inggris di kelas X, pada pembelajaraan teks bacaan yang berbentuk narrative.
	Manfaat kegiatan (bagi siswa, guru, instansi)		Bagi siswa: memotivasi siswa untuk berbicara Bahasa Inggris dengan percaya diri serta memotivasi siswa untuk lebih memahami dalam belajar bahasa Inggris terutama pada penggunaan kosakata, tata bahasa, pengucapan dan pemahaman teks bacaan terutama pada narrative text secara kritis dan kreatif baik dalam bentuk lisan maupun tulis. pembelajaran bahasa inggris menjadi lebih menyenangkan bagi siswa.

		Bagi guru: meningkatkan wawasan dan pengetahuan dalam mengajarkan bahasa inggris pada siswa secara kreatif dan inovatif. meningkatkan profesionalitas dalam mengembangkan metode pengajaran terutama dalam bahasa Inggris. Bagi instansi: meningkatkan kualitas tenaga pendidik dan siswa-siswa dalam pembelajaran bahasa inggris di sekolah masing masing. gagasan best practice ini bisa menjadi referensi bagi guru guru yang lain di sekolah.
BAB II Pelaksanaan kegiatan	Cara melaksanakan kegiatan Pelaksanaan (1) menentukan KI, KD, dll, kegiatan (2) menentukan model pembelajaran, (3) Menyusun RPP, (4) (langkah2 yang dilakukan dalam melakukan kegiatan) (lesson plan)	Capaian Pembelajaran yang akan dilakukan yaitu untuk meningkatkan keterampilan berbahasa inggris pada teks Narrative dengan menerapkan Metode Creative Problem Solving melalui Podcast. Penulis mengambil Narrative text atau teks naratif, karena teks narasi adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung. Narrative text dapat berupa fiksi maupun non fiksi. Narrative text merupakan

		sebuah teks cerita yang memiliki fungsi sosial dan bertujuan untuk menceritakan sebuah cerita dan menghibur audience atau pembaca. Narrative text disusun berdasarkan empat kerangka yaitu orientasi, komplikasi, resolusi, dan koda. Teks tersebut juga disusun menggunakan kalimat langsung dan tak langsung. Dengan mempelajari materi narrative text, peserta didik diharapkan mampu menyusun dan menceritakan cerita versi mereka sendiri dengan melakukan tanya jawab melalui podcast dengan bahasa Inggris beserta mengambil nilai moral dari cerita yang mereka baca atau dengarkan. Selain hal tersebut kosakata, tata bahasa, ucapan, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan yang jelas sesuai EYD sehingga akan semakin mengembangkan potensi peserta didik di masa yang akan datang. Penulis memilih model Creative Problem Solving melalui Podcast dalam aktivitas pembelajaran, karena model Creative

		Problem Solving melalui podcast merupakan metode yang tepat untuk menggali kreativitas siswa, pola berpikir kritis, kemampuan berkolaborasi, self confident terutama pada keterampilan berbahasa inggris dalam bentuk Narrative text. RPP (rencana pelaksanaan pembelajaran) atau modul Ajar Kurikulum merdeka, wajib untuk dituliskan terdiri dari Tujuan Pembelajaran, Deskripsi Aktivitas, Kegiatan Pembelajaran dan Asesmen Penulis merencanakan 6 pertemuan selama 6 minggu, I pertemuan terdiri dari 2 jp/90 menit (2x 45 menit). Disetiap pertemuan terdiri dari tujuan pembelajaran, deskripsi aktivitas, kegiatan pembelajaran dan setiap pertemuan diakhiri dengan Refleksi. Tujuan pembelajaran di setiap pertemuan yaitu: • Mengembangkan keterampilan mengidentifikasi konteks, gagasan utama, dan jenis dalam teks naratif berbentuk video.

		• Mengembangkan keterampilan mengidentifikasiunsur kebahasaan dalam teks naratif berbentuk video. • Mengembangkan pemahaman mengenai format dan karakteristik teks naratif dan menganalisis teks naratif secara berkelompok. • Menyusun naskah mengenai teks naratif dengan topik budaya kearifan lokal sesuai dengan materi yang sudah dipelajari yang nantinya akan digunakan untuk tugas proyek dalam bentuk podcast. • Mengembangkan keterampilan berbicara dalam teks narrative dengan topik budaya kearifan lokal melalui podcast • Mengembangkan keterampilan berbicara dalam teks narrative dengan topik budaya kearifan lokal melalui podcast
		Deskripsi aktivitas yang terdapat dalam RPP yaitu: Narrative text atau teks naratif adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung. Narrative text

		dapat berupa fiksi maupun non fiksi. Narrative text merupakan sebuah teks cerita yang memiliki fungsi sosial dan bertujuan untuk menceritakan sebuah cerita dan menghibur audience atau pembaca. Narrative text disusun berdasarkan empat kerangka yaitu orientasi, komplikasi, resolusi, dan koda. Teks tersebut juga disusun menggunakan kalimat langsung dan tak langsung. Dengan mempelajari materi narrative text, peserta didik diharapkan mampu menyusun dan menceritakan cerita versi mereka sendiri dengan bahasa Inggris beserta mengambil hikmah dari cerita yang mereka baca atau dengarkan. Selain hal tersebut kosakata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi akan semakin mengambangkan potensi peserta didik di masa yang akan datang. Aktivitas pembelajaran menggunakan model Creative Problem Solving

		yang terdiri dari 6 sintak yaitu: • Mess finding: • Data finding • Problem finding • Idea finding Solution finding • Acceptance finding Yang masing-masing terdapat pada modul ajar di setiap pertemuan. Modul ajar dapat dilihat pada aktivitas pembelajaran yang terlampir. Refleksi disini merupakan kegiatan lanjutan setiap pertemuan bertujuan untuk mengetahui kemampuan siswa di setiap akhir pembelajaran. Setiap pertemuan terdiri dari 2 macam refleksi 1 pengamatan diri sendiri dan yang kedua pematan teman sejawat yang semua itu dilakukan untuk mengetahui sejauh mana siswa dalam menangkap pemahaman dalam aktivitas pembelajaran. Asesmen adalah penilaian yang terdiri dari diagnostik, formatif dan sumatif. Asesmen diagnostik digunakan untuk mengukur pemahaman awal siswa terkait pembelajaran yang akan dilaksanakan, biasanya dilaksanakan

		melalui pretest. Asesmen formatif dilaksanakan dalam proses pembelajaran yaitu alat ukur untuk mengetahui sejauh mana siswa memahami materi pembelajaran melalui refleksi. Selanjutnya yaitu sumatif. Asesmen sumatif dilaksanakan di akhir pembelajaran Asesmen sumatif dapat berupa kuis atau tes yang lain dalam bentuk tulisan maupun lisan.
	Media dan instrument (*buku, ppt, dll*)	*Google form, Google classroom, Youtube, Powerpoint Canva* Proyektor, Speaker, Papan tulis, Spidol, Internet, Buku paket kurikulum merdeka.
	Waktu dan tempat	24 Juli 2023-31 Agustus 2023, di kelas X SMA Negeri 3 Yogyakarta.
Bab III Hasil	Hasil (observasi, nilai, dll)	• Siswa cenderung aktif dalam proses diskusi. • Siswa aktif dalam penampilan video. • Siswa cenderung lebih menyukai kegiatan pembelajaran berbasis proyek. • Siswa percaya diri dalam menjawab pertanyaan dan menanyakan pertanyaan.

			• Siswa memiliki pengetahuan dasar mengenai teks naratif. Siswa mampu mengingat materi yang dipelajari dalam bentuk tulisan. • Siswa dapat menyampaikan pengetahuan dengan baik baik dalam bentuk tulisan maupun lisan. • Siswa dapat menangkap materi yang terdapat di dalam video.
	Kendala		• Koneksi internet • Alat tidak berfungsi (teknis) Waktu yang terbatas • Manajemen kelas
	Cara mengatasi kendala		• Guru membuat rancangan pembelajaran sebelum pembelajaran. • Guru mengunduh materi sebelum pembelajaran secara offline. • Guru memastikan perangkat sudah dapat digunakan. • Guru dan siswa membuat kesepakatan di kelas.
Bab IV Penutup	Kesimpulan	Saat awal pelaksanaan pembelajaran, siswa masih segan untuk berbicara, baik untuk bertanya maupun menyampaikan pendapat karena siswa masih malu dengan lingkungan belajar yang baru dan teman yang berasal dari berbagai sekolah. Selain itu, penyesuaian dengan kurikulum baru membuat siswa harus beradaptasi kembali. Disisi lain, berlakunya system zonasi di sekolah berdampak pada kondisi lingkungan	

		sekolah yang memiliki karakteristik beraneka ragam, khususnya dalam bidang akademik. Pembelajaran menggunakan metode creative problem solving terdiri dari 6 sintak, yaitu Setelah melaksanakan pembelajaran dengan metode Creative Problem Solving melalui podcast pada materi narrative text kelas X dapat meningkatkan keterampilan berbahasa Inggris baik lisan maupun tulisan. Siswa mulai berani bertanya Menyampaikan Inggris. Dan pendapat menggunakan Bahasa Inggris.
	Saran	Penulisan Best Practice ini dapat digunakan sebagai alternatif pembelajaran Bahasa Inggris. Bagi guru bahasa Inggris, Penulisan Best Practice ini dapat bermanfaat untuk meningkatkan rasa percaya diri, mampu berkomunikasi, berkolaboras berkreasi, dan memiliki sikap solutif dan kreatif. Penerapkan model creative problem solving melalui podcast bisa menjadi salah satu referensi model pembelajaran pada materi Narrative text. Bagi peserta didik, disarankan aktif mengikuti proses pembelajaran sehingga dapat meningkatkan dan mengembangkan berbagai macam keterampilan seperti proses berfikir kritis, kolaborasi, komunikasi dan kreatif sehingga proses pembelajaran tambah menarik dan menyenangkan baik secara lisan maupun tulisan. Pembelajaran Model Creative Problem Solving melalui podcast pada materi Narrative kelas X yang dilakukan dapat meningkatkan keterampilan berbahasa Inggris baik lisan maupun tulisan, selanjutnya siswa mulai berani bertanya dan menyampaikan pendapat dengan menggunakan bahasa Inggris.

LAMPIRAN 2

MODUL AJAR : Narrative Text

Nama		**Jenjang/Kelas**	X
Asal Sekolah	SMA Negeri 3 Yogyakarta	**Mapel/Kode**	Bahasa Inggris
Alokasi Waktu	2JP	**Jumlah Siswa**	36
Profil Pelajar Pancasila	Beriman dan Bertaqwa, Bernalar Kritis, Kreatif, Berkebhinekaan Global	**Model Pembelajaran**	*Creative Problem Solving*
Fase	E	**Metode Pembelajaran**	Diskusi, *Think Aloud*
Kompetensi Awal	Definisi dan Fungsi Sosial Teks Naratif	**Lingkup Materi**	Narrative Text
Kata Kunci	Definisi (Struktur, Jenis Teks Naratif, Unsur Kebahasaan), Fungsi sosial Teks Naratif		
Media	PowerPoint, LKPD, Video, google form, google classroom		
Sarana dan Prasarana	Spidol, papan tulis, internet, laptop, LCD Proyektor, Speaker		
Sumber	Narrtive Text https://youtu.be/tnb0vV5ls8I Hermawan, B, Haryanti, D, & Suryaningsih, N. (2022). *Bahasa Inggris: Work in Progress*. Jakarta Selatan Kemendikbud Ristek		
Target Siswa	X		
Asesmen	1. Penilaian : Self Assessment and Peer Assessment 2. Jenis : Tertulis (P), Unjuk Kerja (K), Observasi (S)		

Persiapan Pembelajaran	1. Guru menyiapkan perangkat ajar, materi, lembar kerja peserta didik (LKPD) 2. Guru menyiapkan alat dan bahan untuk pembelajaran 3. Guru menyiapkan rubrik penilaian dan lembar observasi

TUJUAN PEMBELAJARAN

Tujuan Pembelajaran	Topik/Materi	Kode Aktivitas	Alokasi Waktu
Peserta didik mampu menganalisis, menangkap makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tertulis berbentuk cerita	Teks narrative atau contoh teks cerita berbahasa Inggris dari sumber internet dan buku (Membaca dan memirsa)		2JP

DESKRIPSI AKTIVITAS

Narrative text atau teks naratif adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung. Narrative text dapat berupa fiksi maupun non fiksi. Narrative text merupakan sebuah teks cerita yang memiliki fungsi sosial dan bertujuan untuk menceritakan sebuah cerita dan menghibur audience atau pembaca. Narrative text disusun berdasarkan empat kerangka yaitu orientasi, komplikasi, resolusi, dan koda. Teks tersebut juga disusun menggunakan kalimat langsung dan tak langsung. Dengan mempelajari materi narrative text, peserta didik diharapkan mampu menyusun dan mempelajari materi narrative text, peserta didik diharapkan mampu menyusun dan menceritakan cerita versi mereka sendiri dengan berbahasa inggris beserta mengambil hikmah dari cerita yang mereka baca atau dengarkan. Selain hal tersebut kosakat, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancer dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi akan semakin mengembangkan potensi peserta didik di masa yang akan dating.

KEGIATAN PEMBELAJARAN

1. Pertanyaan Pemantik

a. Pernahkah kalian baca buku cerita?
Have you ever read a story book?

b. Buku cerita apa yang pernah dibaca dari kecil sampai sekarang?
What story books have been read since childhood until now?

c. Buku cerita yang paling kalian sukai apa?
What is your favorite story?

d. Kira-kira jenis cerita apa yang pernah kalian baca?
What kind of stories have you read?

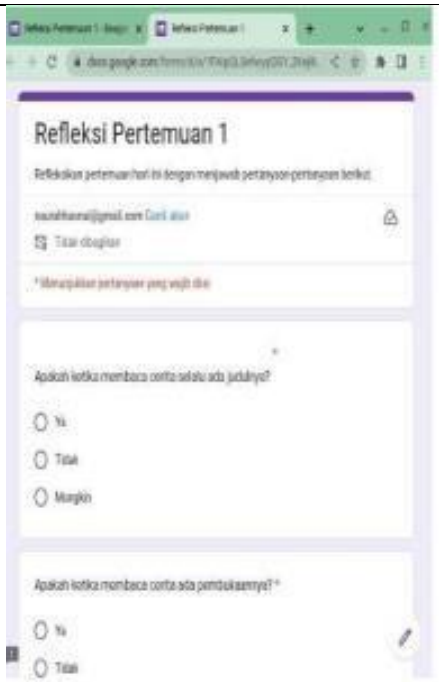
e. Setelah membacanya, karakteristik dari cerita itu apa?
After reading the story, what is the characteristic of the said story?

2. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Guru menyampaikan salam pembuka dan mengajak berdoa untuk memulai pembelajaran 2. Guru menanyakan kabar peserta didik 3. Guru mengecek kehadiran peserta didik 4. Guru menanyakan pertanyaan pemantik 5. Guru menyampaikan garis besar cakupan topik yang akan dipelajari. [pendekatan TaRL, guru menyampaikan alur tujuan pembelajaran] 6. Guru menyampaikan tujuan pembelajaran 7. Guru menyampaikan metode pembelajaran yang akan digunakan	10 menit
Pra-Kegiatan Inti	1. Peserta didik melakukan pre-test terkait pengetahuan dan kosakata yang pernah didapatkan mengenai teks naratif. **(LKPD berupa Tes diagnostic kognitif**, mengetahui kemampuan peserta didik dalam pemahaman kosa kata dalam kaitannya dengan teks naratif) [pendekatan TaRL] Tautan :	20 menit

Kegiatan	Deskripsi	Alokasi Waktu
	Pre-Test https://form.gle/dinBRw9gEEL5QmL8 2. Peserta didik mendengarkan arahan guru tentang apa yang dilakukan	
Kegiatan Inti	[mess Finding] 1. Peserta didik menonton sebuah video fil pendek "The Origin of Mount Merapi". [Pendekatan TaRL, peserta didik sesuai dengan Tingkat kognitif yang tinggi diberikan video Tingkat intermidiet untuk membangun pemikiran kritis] [Pendekatan Culturally Responsive Teaching, peserta didik dikenalkan budaya kearifan local dan asal usul daerahnya sendiri, pengenalan budaya kearifan lokal) Tautan; https://youtu.be/tnb0vV5ls8I Data finding 2. Peserta didik menganalisis cerita dari film pendek yang tersebut secara lisan. Peserta didik menganalisis struktur naratif dari film pendek tersebut. [Pendekatan TaRL analisis capaian pembelajaran, peserta didik mampu menganalisis informasi, struktur dalam teks naratif dari film pendek yang ditayangkan]	40 menit

Kegiatan	Deskripsi	Alokasi Waktu
	 Problem finding 3. Peserta didik mendiskusikan hasil analisis cerita dari film pendek tersebut bersama guru. a. *What is the content of the story?* b. *What type of stories have you watched?* c. *Is there any solution to the conflict in the story? What is that? How many can you find? If you find a similar conflict, what is your solution?* d. *What is the ending of the story?* e. *What is the moral value of the story?* [pendekatan TaRL, Asessment for learning, kuis dan pertanyaan pemantik kepada pserta didik untuk menstimulasi dan meningkatkan pemahaman materi] 4. Guru memberikan penguatan materi tentang teks naratif kepada peserta didik (lampiran 1) 	
Penutup	1. Peserta didik melakukan refleksi hasil pembelajaran hari ini menggunakan google form	10 menit

Kegiatan	Deskripsi	Alokasi Waktu
	 Tautan: https://forms.gle/kdPVAGvAvfHrE6A [LKPD, Pendekatan TaRL, Asesment as learning, yaitu self assessment, peserta didik menilai proses pembelajaran dengan bentuk refleksi terkait apa saja yang sudah dipelajari bersama guru] 2. Guru menanyakan perasaan peserta didik tentang pembelajaran pada hari ini. a. How do you feel after taking today's lesson? b. Do you understand today's lesson? Idea finding 3. Guru memberikan umpan balik untuk pembelajaran hari ini. You have worked hard today, actively participated in the lesson. Thank you for joining today's lesson. [Pendekatan TaRL, assessment for learning, yaitu guru memberikan umpan balik terhadap proses belajar peserta didik, memantau kemajuan, dan menentukan kemajuan belajarnya.]	

Kegiatan	Deskripsi	Alokasi Waktu
	4. Guru meminta peserta didik untuk menyimpulkan pemvelajaran 5. Guru menyampaikan rencana kegiatan pembelajaran yang akan dating 6. Guru menutup pembelajaran 7. Guru dan peserta didik berdoa bersama-sama	

3. Asesmen

a. Teknik dan Bentuk Penilaian

No	Aspek	Teknik Penilaian	Bentuk Penilaian
1	Sikap	Observasi	Lembar pengamatan
2	Pengetahuan	Tes	Lembar penilaian Self-Assessment
3	Keterampilan	Praktik	Lembar Penilaian Self-Assessment

b. Kriteria Penilaian

1) Penilaian Sikap

No	Profil Pelajar Pancasila		Tinggi	Sedang	Rendah
	1. Beriman dan Bertaqwa a. Berdoa sebelum dan sesudah memulai sesuatu b. Bersikap sopan santun kepada guru dan sesama teman				
	2	Bernalar Kritis a. Memperoleh dan memproses informasi dan gagasan b. Menganalisis dan mengevaluasi penalaran c. Merefleksi dan mengevaluasi pemikirannya sendiri			
	3	Kreatif a. Menghasilkan gagasan yang orisinal b. Menghasilkan karya dan Tindakan yang orisinal c. Memiliki keluwesan berpikir dalam mencari alternatif Solusi permasalahan			

No	Profil Pelajar Pancasila		Tinggi	Sedang	Rendah
	4	Berkebhinekaan global a. Mengenal dan menghargai budaya kearifan lokal b. Komunikasi dan berinteraksi antarbudaya c. Refleksi dan tanggung jawab terhadap pengalaman kebhinekaan d. Berkeadilan sosial			

Petunjuk Penskoran :

1. Skor akhir menggunakan skala 1 sampai 3
2. Perhitungan skor akhir menggunakan rumus :

$$Nilai = \frac{Total\ Skor\ yang\ Diperoleh}{3}$$

Siswa memperoleh nilai;

Predikat	Skor
Tinggi	3.20 – 4.00 (86-100)
Sedang	2.8 – 3.19 (75-85)
Rendah	,2.79 (60-74)

2) Penilaian Pengetahuan

Peserta didik mengerjakan pretest di awal pembelajaran

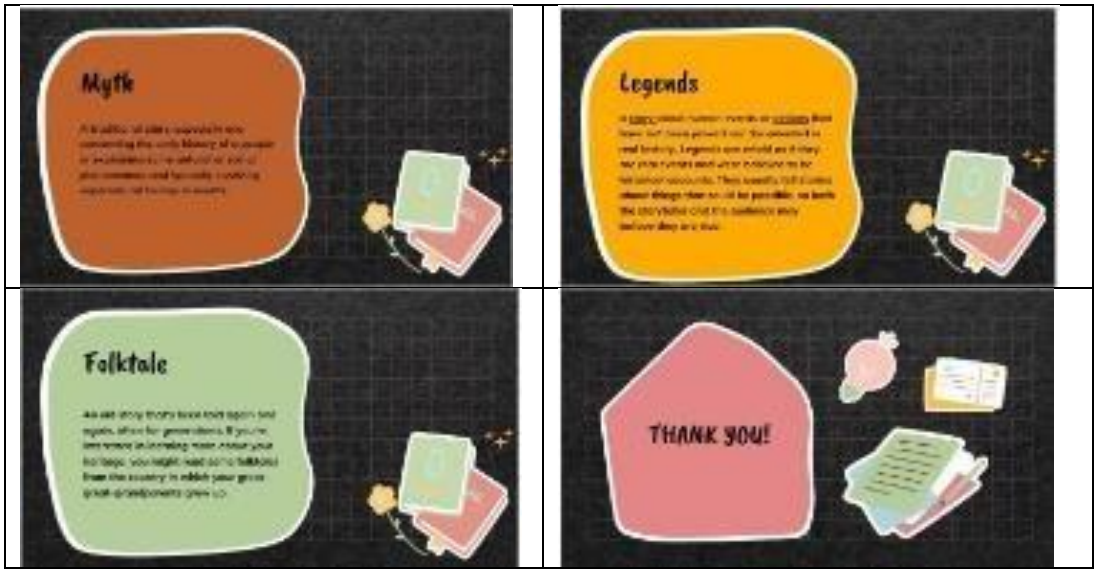
No	Kriteria	Skor
1	Jawaban benar	1
2	Jawaban salah	0

Total skor = jumlah skor benar x 4 = 100

LAMPIRAN 3

Materi 1 Narrative Text

Is there any conflict in the story?
Is there any solution of the topic in the story?
What is the ending of the story?
What is the moral value of the story?
What kinds of stories are contained in the video?
What is the narrative text?
Purpose
To entertain or inform the reader or listener by presenting a series of events in a coherent and engaging way.
Structures of Narrative Text
Types of Narrative Text
Fable


Myth
Legends
Folktale
THANK YOU!