



The Influence of Understanding Learning Design, Learning Environment, and Student Acceptance on the Teaching Creativity of Driver Teachers at Tanjung Jabung Barat regency

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Abstract

This study aims to investigate the influence of understanding learning design, optimizing the learning environment, and fostering student acceptance on the creative teaching practices of driver instructors in Tanjung Jabung Barat regency. Specifically, it seeks to explore how driver instructors' comprehension of learning design principles affects their creativity in instructional delivery. Examine the impact of the learning environment, including classroom dynamics, resource availability, and technological integration, on teacher creativity in driver education. Analyze the role of student acceptance and engagement in shaping teacher creativity and innovation within the driver education context. Utilizing a mixed-methods approach, this research will employ qualitative interviews, quantitative surveys, and observational studies. Qualitative interviews will be conducted with driver instructors to gain insights into their perspectives on learning design, the learning environment, and student acceptance. Quantitative surveys will be distributed to gather data on teaching creativity and its determinants. Additionally, observational studies will be conducted in actual classroom settings to observe the dynamics between learning design, the learning environment, student acceptance, and teaching creativity. The analysis revealed significant relationships between understanding learning design, optimizing the learning environment, fostering student acceptance, and teaching creativity among driver instructors. Driver instructors' comprehension of learning design principles positively correlated with their creativity in instructional delivery. Furthermore, the learning environment significantly influenced teacher creativity, with conducive classroom dynamics and resource availability enhancing creativity. Student acceptance also played a crucial role, with higher levels of engagement positively associated with teacher creativity and innovation. This research underscores the importance of understanding learning design, optimizing the learning environment, and fostering student acceptance in promoting teaching creativity among driver instructors. The findings provide valuable insights for the development of evidence-based teacher training programs and curriculum frameworks aimed at enhancing creativity and innovation in driver education instruction. Ultimately, addressing these factors can contribute to the improvement of driver education programs, thereby promoting road safety and responsible driving behaviors in Tanjung Jabung Barat regency and beyond.

Keywords: Driver instructors, Teaching creativity, Learning design, Learning environment, Student acceptance

Introduction

In contemporary education, the cultivation of creativity among educators is increasingly recognized as a fundamental element in enhancing learning outcomes and educational experiences. While the importance of creativity in teaching is widely acknowledged across diverse educational contexts, its relevance within specialized domains such as driver education has received comparatively less attention. This study aims to address this gap by investigating how understanding learning design, optimizing the learning environment, and fostering student acceptance influence the creative teaching practices of driver instructors (Abdallah, 2016).

Driver education occupies a unique position at the intersection of practical skill acquisition and cognitive learning, where effective teaching methodologies significantly shape individuals' driving behaviors and attitudes towards road safety (Skorton, 2019). Historically, driver education has been characterized by standardized instructional methods focused on rote memorization and procedural training. However, in today's dynamic educational landscape, there is a growing recognition of the necessity for innovative teaching approaches that transcend traditional pedagogy (Abdoul & Saifan, 2017).

Teaching creativity encompasses educators' capacity to adapt pedagogical strategies, incorporate diverse instructional materials, and engage students in meaningful learning experiences that foster critical thinking and problem-solving skills. Within the context of driver education, teaching creativity not only imparts practical driving skills but also cultivates a deeper understanding of traffic laws, risk assessment, and responsible driving behavior (Almaiah & Alyoussef, 2019).

Despite the acknowledged importance of teaching creativity, research specifically exploring its determinants and manifestations among driver instructors remains limited. Existing studies in driver education have primarily focused on evaluating instructional techniques and curriculum content, neglecting

broader contextual factors that shape teaching practices.

This study seeks to address this gap by examining three critical factors hypothesized to influence teaching creativity among driver instructors: understanding learning design principles, optimizing the learning environment, and fostering student acceptance. Through an exploration of the interplay between these factors and their impact on teaching creativity, this research aims to uncover the mechanisms underlying effective driver education instruction (Abu-Rabia, 2007).

The primary objective of this study is to explore the relationships between understanding learning design, learning environment, student acceptance, and teaching creativity among driver instructors. Specifically, the study aims to investigate the extent to which driver instructors' comprehension of learning design principles influences their creativity in instructional delivery (McCarthy & Stoszowski, 2018). Examine how the learning environment, encompassing classroom dynamics, resource availability, and technological integration, shapes teacher creativity in driver education. Analyze the role of student acceptance and engagement in shaping teacher creativity and innovation within the driver education context. By elucidating these relationships, the research seeks to provide empirical evidence guiding the development of targeted interventions and professional development programs aimed at enhancing teaching creativity among driver educators (al-Attas, 1991).

The findings of this research hold significant implications for both theoretical discourse and practical application in the field of driver education (Zabidin et al., 2019). The study contributes to the expanding literature on teaching creativity by extending its relevance to a specialized educational domain characterized by unique instructional challenges and objectives (Ahmad, 2021).

Practically, insights gleaned from this research can inform evidence-based teacher training programs and curriculum frameworks

prioritizing creativity and innovation in driver education instruction. By equipping driver instructors with the requisite knowledge, skills, and resources to foster creativity in their teaching practices, this research has the potential to elevate the quality of driver education programs, ultimately contributing to the promotion of road safety and responsible driving behaviors (Al-Momen et al., 2016).

To achieve the outlined research objectives, a mixed-methods approach will be employed, integrating qualitative interviews with driver instructors, quantitative surveys assessing teaching creativity and its determinants, and observational studies conducted in authentic classroom settings (Li et al., 2019). This methodological triangulation will facilitate a comprehensive exploration of the multifaceted relationships between learning design, learning environment, student acceptance, and teaching creativity among driver educators. In summary establishes the groundwork for a thorough investigation into the factors influencing teaching creativity among driver instructors, highlighting the significance of understanding learning design, optimizing learning environments, and fostering student acceptance in driving instructional innovation within the realm of driver education (Airton, 2014).

Research Method

The instrument used to collect data in this research was a questionnaire. Research instruments are measuring tools such as tests, questionnaires, interview guides and guidelines that researchers use to collect data in a study. Two frameworks were used in the design of this study. As the outer framework, a Design-Based Research (DBR) approach was used to study key issues in the BL design process, and issues that emerged during the implementation period. The participants were mobilizing teachers from batches 5,7,9 in Tanjung Jabung Barat district. In the 5th batch, there were 35 teachers, consisting of 1 kindergarten teacher, 1 primary school teacher, 16 junior high school teachers, 10 senior high school teachers and 4 vocational school teachers. This contributed to the

discovery of ways to improve the design in practice DBR "tries to solve local problems by designing effective instructional resources or procedures while also trying to create knowledge that has broader applications than the local context. Given that BL design is highly context-dependent, the researchers used DBR in a specific context to investigate the BL design process at all stages. Thus, rich data from the natural setting of the participants over a long period of time can be obtained. Within the DBR framework, phenomenology in the form of heuristic inquiry is utilized in the procedures of data collection, analysis and interpretation to derive meaning from the instructors' experiences. Heuristic inquiry is a form of phenomenological inquiry that allows the researcher to incorporate his or her personal experiences and insights to describe the experiential meaning of lived experiences. Utilizing the heuristic design as a second framework allowed the researchers to identify personal insights gained within the context of the BL course.

Result and Discussion

The transformative influence of technology on education has led to the emergence of borderless learning environments, fundamentally changing traditional teaching and learning paradigms. As we explore the literature in this dynamic field, it becomes clear that borderless learning environments have significant implications for educational management strategies. This literature review aims to offer a comprehensive overview of key themes and findings concerning the impacts of borderless learning environments on educational management strategies.

The advancement of information and communication technologies (ICTs) has played a pivotal role in the development of borderless learning environments. The widespread availability of high-speed internet and the proliferation of digital devices have enabled learners and educators to overcome geographical limitations. Massive Open Online Courses (MOOCs) represent the transformative potential of these technologies, providing learners worldwide with access to high-quality

educational content from prestigious institutions. The growing popularity of virtual classrooms, online collaborative platforms, and mobile learning applications further emphasizes the transition to borderless learning.

While borderless learning environments offer numerous opportunities, they also pose challenges that require careful consideration from educational managers. One significant challenge is the digital divide, where discrepancies in access to technology and the internet can impede equitable participation in borderless learning. Moreover, the asynchronous nature of online interactions presents challenges in fostering a sense of community and engagement among learners. Educational managers must address these challenges to ensure that the benefits of borderless learning are accessible to a diverse range of learners.

1. The Influence of Understanding Learning Design

Understanding learning design refers to educators' comprehension of principles and methodologies that guide the creation of effective learning experiences for students. It encompasses a deep understanding of how to structure learning activities, sequence content, and employ instructional strategies to optimize student engagement and achievement. Educators who grasp learning design principles can tailor their teaching approaches to meet the diverse needs of their students, ensuring that instructional content is delivered in a manner that is accessible, meaningful, and conducive to learning.

Learning design influences various aspects of teaching and learning. Firstly, it shapes the overall structure and organization of instructional materials, ensuring coherence and alignment with learning objectives. Educators with a strong understanding of learning design can create learning experiences that scaffold students' understanding, guiding them through progressively more complex concepts and skills. Additionally, understanding learning design facilitates the integration of diverse instructional methods and technologies to enhance learning outcomes. Educators can leverage a variety of

teaching strategies, such as cooperative learning, inquiry-based instruction, and multimedia resources, to accommodate different learning styles and preferences. Furthermore, understanding learning design enables educators to create inclusive learning environments that promote equity and accessibility. By considering factors such as cultural diversity, language proficiency, and individual learning needs, educators can design instructional experiences that engage and support all students. Overall, understanding learning design is crucial for educators seeking to optimize teaching and learning experiences. It empowers educators to create engaging, effective, and inclusive learning environments that foster student growth and achievement.

2. Learning Environment

The learning environment encompasses the physical, social, emotional, and cultural contexts in which learning takes place. It includes the physical spaces, such as classrooms, libraries, and laboratories, as well as the social dynamics, relationships, and interactions among students, educators, and resources within these spaces.

A positive learning environment is characterized by factors that promote engagement, collaboration, and motivation among learners. It provides opportunities for active participation, exploration, and inquiry, fostering a sense of belonging and community among students. Additionally, a supportive learning environment includes access to resources, materials, and technologies that facilitate learning and cater to diverse learning needs.

The learning environment also encompasses the cultural and emotional climate of the educational setting. It reflects the values, norms, and expectations that shape interactions and behaviors within the learning community. A culturally responsive learning environment recognizes and respects the diversity of students' backgrounds, experiences, and perspectives, fostering inclusivity and mutual respect.

Educators play a critical role in shaping the learning environment by creating and maintaining conditions conducive to learning. They establish clear expectations, routines, and procedures, while also

fostering positive relationships and communication among students. Additionally, educators design and adapt learning activities, assessments, and resources to meet the needs and interests of their students within the learning environment. Overall, the learning environment is a multifaceted and dynamic concept that significantly influences the quality and outcomes of learning experiences. By cultivating supportive, inclusive, and stimulating learning environments, educators can enhance student engagement, motivation, and achievement.

3. Student Acceptance on the Teaching Creativity of Driver Teachers

The influence of understanding learning design, learning environment, and student acceptance on the teaching creativity of driver teachers:

In a driver education program, a teacher named Sarah aims to enhance teaching creativity to improve students' understanding and application of road safety principles. Sarah has a deep understanding of learning design principles, which she applies to create engaging and effective instructional materials and activities.

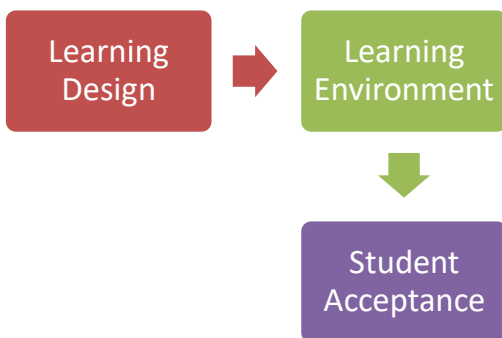


Figure. 1 Learning

Learning Design

Sarah recognizes that simply lecturing about traffic laws and regulations is not sufficient to engage her students effectively. Instead, she designs interactive lessons that incorporate multimedia resources,

simulations, and real-life scenarios. For example, she creates virtual driving simulations that allow students to practice decision-making in different traffic situations. By integrating diverse instructional methods, Sarah ensures that students are actively engaged and motivated to learn.

Learning Environment

Sarah understands the importance of creating a supportive and inclusive learning environment. She arranges her classroom in a way that promotes collaboration and interaction among students. Additionally, Sarah fosters a culture of respect and open communication, where students feel comfortable expressing their ideas and asking questions. By creating a positive learning environment, Sarah encourages active participation and promotes a sense of belonging among her students.

Student Acceptance

Sarah pays close attention to her students' responses and attitudes towards her teaching methods. She observes that while some students readily embrace her creative approaches, others may initially express hesitation or resistance. To address this, Sarah takes the time to explain the rationale behind her teaching strategies and emphasizes the benefits of active engagement and critical thinking. Over time, as students experience the effectiveness of Sarah's teaching methods, their acceptance and enthusiasm towards learning increase.

In this example, Sarah's understanding of learning design, her creation of a supportive learning environment, and her consideration of student acceptance all contribute to her teaching creativity. By integrating these factors, Sarah enhances the quality of her driver education program, leading to improved learning outcomes and a deeper understanding of road safety principles among her students.

Student acceptance refers to the willingness, receptivity, and engagement of learners towards the teaching creativity of

driver teachers. It encompasses students' attitudes, perceptions, and responses to innovative and creative teaching approaches employed by their instructors in driver education.

In the context of driver education, student acceptance plays a crucial role in shaping the effectiveness of teaching creativity. When students are receptive to innovative instructional methods and approaches, they are more likely to actively engage in the learning process, participate in activities, and demonstrate enthusiasm towards learning.

Students who accept and appreciate teaching creativity are more likely to experience enhanced motivation, enjoyment, and satisfaction with their learning experiences. They may perceive creative teaching methods as more relevant, interesting, and beneficial, leading to increased involvement and investment in their own learning.

Furthermore, student acceptance of teaching creativity can foster a positive classroom environment characterized by collaboration, exploration, and experimentation. Students may feel empowered to express their ideas, ask questions, and explore alternative solutions, contributing to a dynamic and interactive learning environment. On the other hand, if students are resistant or apprehensive towards innovative teaching approaches, it may impede their engagement, motivation, and learning outcomes. Resistance to teaching creativity could stem from various factors such as unfamiliarity with new methods, fear of failure, or preference for traditional instructional approaches. Overall, student acceptance plays a vital role in influencing the effectiveness of teaching creativity in driver education. Educators must strive to cultivate an environment where students feel supported, encouraged, and motivated to embrace creative teaching methods, ultimately enhancing the quality of learning experiences and outcomes in driver education programs.

Conclusion

This study underscores the increasing recognition of creativity as a fundamental element in contemporary education, particularly within specialized domains like driver education. Despite the acknowledged importance of teaching creativity, research specifically exploring its determinants among driver instructors remains limited. This study addressed this gap by investigating how understanding learning design, optimizing the learning environment, and fostering student acceptance influence teaching creativity among driver educators. Driver education plays a crucial role in shaping individuals' driving behaviors and attitudes towards road safety. However, traditional instructional methods have often relied on standardized approaches, neglecting the need for innovative teaching strategies. By examining the interplay between learning design, the learning environment, and student acceptance, this research aimed to uncover mechanisms underlying effective driver education instruction. The findings of this study have significant implications for both theoretical discourse and practical application in the field of driver education. By extending the relevance of teaching creativity to this specialized domain, the study contributes to enhancing instructional quality and promoting road safety. Insights gleaned from this research can inform evidence-based teacher training programs and curriculum frameworks, ultimately elevating the quality of driver education programs and fostering responsible driving behaviors.

Employing a mixed-methods approach allowed for a comprehensive exploration of the relationships between learning design, learning environment, student acceptance, and teaching creativity among driver educators. This methodological triangulation provided valuable insights into factors influencing instructional innovation within the realm of driver education.

In summary, this study establishes a foundation for further investigation into enhancing teaching creativity among driver instructors, emphasizing the importance of understanding learning design, optimizing learning

environments, and fostering student acceptance to drive instructional innovation in driver education.

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