

EXPLORING ENGLISH TEACHERS' CREATIVITY IN USING *NEWS IN LEVELS* FOR EFL INSTRUCTION IN EAST JAVA, INDONESIA

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ABSTRACT

This study aims to explore English language teachers' creativity in using *News in Levels* for English as a Foreign Language (EFL) instruction. The study examines teachers' use of *News in Levels* and the teachers' creativity, namely teacher fluency, teacher flexibility, teacher originality, and teacher elaboration. The study employed a qualitative case study method. Data were gathered using an open-ended questionnaire and semi-structured interviews involving three English language teachers from different locations in East Java. The results show that the teachers are creative in adapting the news to the ability of the students by using multimedia and utilizing the platform with other learning devices and learning activities. The teacher also plans interactive activities like discussion, word study activities, and speaking tasks to enhance students' language. Teachers' creativity was determined by factors such as ease of use, the features offered, motivation, and classroom facilities. The study results indicate that teachers integrate *News in Levels* in their EFL teaching in a creative way. Future studies are suggested in which *News in Levels* can be implemented on a wider educational level, including classroom observation, student reflections, and a larger sample of subjects.

Keywords: *Creativity, News in Levels, Teachers' Creativity*

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INTRODUCTION

Creativity has been generally accepted as the process of developing new, useful, and meaningful ideas using imagination and innovative thinking. It is not only in the production of ideas but also in the application of original ideas in a variety of contexts (Tresna, 2023; Yulianengsih, 2023). Creativity doesn't necessarily apply to the arts but also to problem solving and professional activities, such as education. In the educational world, creativity is a key factor in enhancing the quality of teaching and learning. Creative teachers can create a learning environment for students to make it engaging, meaningful, and responsive to students' needs.

Creative teaching is a teacher's process of utilizing imagination and innovation in order to produce effective and interesting teaching and learning. It is believed to be one of the factors that influences a positive learning atmosphere in the classroom and improves students' participation in learning activities (Soeharto et al., 2024). In a modern classroom, the teacher constantly has to think out of the box in order to keep the students interested and engaged. The use of technology-based learning media is a solution to achieve this. Technology in education can improve the way teachers provide students with information, can be used to interact with the students, and can help students learn abstract concepts more easily.

Technology is a key factor in developing teachers' creativity and promoting students' learning process. Digital tools enable teachers to explore new instructional methods and create more interactive and relevant learning activities (Tresna, 2023). Moreover, technology enables teachers to cater to a variety of teaching and learning styles and enables students to actively engage in the learning process. It can support interactive media content, making learning engaging and interactive (Labibah et al., 2024). Digital media integration can help to promote students' motivation, critical thinking, and engagement. Thus, the use of technology in education is not only beneficial for students, but also a platform for teachers to develop their creativity. Moreover, technology has changed the role of teachers from the transmitters of knowledge to facilitators of language learning. Now a teacher's role is to facilitate students in discovering, analyzing, and creating information and knowledge. Pedagogical competence as well as digital literacy and creative thinking skills are required to be developed by teachers in this change. Therefore, creativity is a key factor in making sure that technology is not just used as a bolt-on to meaning but that it is used well to support meaningful learning.

However, despite its advantages, integrating technology into teaching also presents several challenges. Teachers' use of digital tools is often changing as rapidly as the tools themselves, so teachers need to be continually changing and adjusting their teaching. Sometimes teachers are unable to effectively incorporate the use of new technology into the process of teaching in class (Miasari et al., 2022). Besides, teachers need to ensure that pedagogical principles and technological applications are in balance, as it may be challenging to develop effective learning activities. Such difficulties emphasize the importance of teachers in not only mastering technical skills but also gaining their creative abilities, which can be used for effective utilization of digital media.

An example of digital learning media that supports the teacher's creativity in EFL teaching is *News in Levels*. *News in Levels* offers genuine news texts on three levels of difficulty from which you can choose and modify the content based on your students' level of English. This organization of learning is based on the level and allows differentiated learning, so teachers can create learning that meets various types of learning needs in the classroom. In addition, the platform offers text passages, audio files, vocabulary assistance, and quizzes, offering opportunities for multimodal linguistic learning and allowing teachers to create activities that combine reading, listening, speaking, and writing skills about real topics.

News in Levels is pedagogically valuable not only for its features but also because it affords teachers opportunities for creativity. Authentic news articles can

be used in many different ways, adapted by teachers to include vocabulary exercises, group discussion, presentation, speaking tasks, and writing tasks. This flexibility allows teachers to adapt learning materials in line with learning objectives and students' needs as part of creative teaching. The digital media can also be used to support language learning, especially based on tasks that can be created using authentic news content so that the learners can analyze the information, give opinions, solve problems, and collaborate with other learners.

This material enables teachers to link the content of language learning to real-life problems and make language learning more relevant and meaningful. Teachers can choose real-life news on topics that are within the students' ability range. This promotes student-centered learning where student(s) learn by engaging with real texts through discussion, reflection, and other group activities, rather than passively from the teacher. In this regard, the level differentiation, materials, and flexible learning activities make *News in Levels* highly relevant in discussing teachers' creativity in designing/adapting EFL teaching. A number of theoretical perspectives affect creativity in teaching. Creativity is defined as new relationships that form among ideas and experiences (Rogers, 1954). Csikszentmihalyi (1997) focuses on thinking and the setting as contributors to creative productions. Likewise, Sternberg & Lubart (1995) state that there are three factors affecting creativity: intelligence, motivation, and environment. Within the educational scene, these factors intersect to develop teachers' capacity to plan innovative learning activities.

According to Mulyana (2010) there are four components of creativity, namely fluency, flexibility, originality, and elaboration. Fluency is addressed as the ability to come up with a number of ideas; Flexibility is addressed as adapting ideas in various ways to different situations; Originality is addressed as coming up with unique ideas; and elaboration is addressed as developing ideas in detail. All these are especially applicable in the field of teaching and learning; a teacher's approach has to be constantly adjusted to their students' needs.

The function of the learning media is also very important in fostering teacher creative in the learning process. The learning media are media that support the presentation of learning material and improve students' understanding (Anggraini, 2022). Media utilization is effective in enhancing students' motivation, communication, and interactive learning. Creative teachers in using learning media can make teaching and learning activities in the classroom become dynamic learning activities with students as the subjects of learning.

The use of digital media to learn has been increasingly serving in education, especially in teaching. These media also enable teachers to incorporate multiple media such as text, audio, video, and interactive media that can increase the students' learning interest and understanding (Kawulusan, 2021). Moreover, digital media has the ability to break constraints of time and space to give students wider access to learning materials (Efriyanti, 2022). This means that digital tools like *News in Levels* can have great potential for promoting creative approaches to teaching.

Previously, studies have been conducted about teachers' creativity in the application of learning media both in print and non-print media. The result of the

study (Kawulusan, 2021) revealed that visual media can be a tool to improve students' understanding and motivation in learning English. Similarly, Anggraini (2022) stated that the teachers' creativity in selecting and combining multiple media optimizes the learning process. In light of the present studies, it can be concluded that with the use of diversified media, innovative teaching can be done and no class activity becomes monotonous.

In recent years, creativity in education has become increasingly important because of the focus on 21st-century skills. Students' success in a rapidly changing world requires skills like critical thinking, communication, collaboration, and creativity. The teacher's role is critical in this regard as he or she designs innovative learning activities. Hence, the importance of focusing on creativity as teachers develop and implement it in technology-based and technology-enhanced learning environments is ever more relevant in modern teaching.

The previous research emphasized the positive effects of digital learning media on English language learning, such as increasing student achievement, motivation, and classroom involvement. This study has, however, concentrated on understanding how teachers creatively adapt and integrate specific digital platforms in their teaching. *News in Levels* is identified as one of the websites that provides authentic level-based learning materials, but there is little research that investigated about teacher's use of *News in Levels* features to create learning activities based on the features in the EFL classroom. Current research mainly focuses on the learning outcomes students achieve, and not so much on the teaching process in which teachers have to adapt, integrate digital tools, and make pedagogical choices to guide the learning in the classroom. Thus, little is known about the use of the unique features of the platform for creative teaching by teachers, such as level differentiation, authentic content, available multimedia materials, and integration of reading, listening, speaking, and writing. This study attempts to fill this void by giving an insight into the creativity of English language teachers in employing *News in Levels* for EFL teaching. This study aims to gain a deeper understanding of the role of teacher creativity in technology-based EFL learning environments by exploring teachers' experiences and practices in the classroom.

From these gaps, more studies are required to investigate teachers' implementation of *News in Levels* in classroom activities and its impact on teachers' creativity in teaching English. It is important to investigate this topic due to the important role that teachers assume in creating meaningful learning experiences with digital resources. The extent to which technology is integrated in the teaching process depends on teachers' creativity.

Further, the use of digital tools in language learning demands that teachers be constantly mindful of and critically assess their language teaching. Reflection provides a formal platform for teachers to evaluate their own teaching and learning strategies to draw out their strengths and weaknesses to make the necessary adjustments to enhance learning outcomes. Reflective practice is where the teacher can analyze the effectiveness of using *News in Levels* to engage and build language in the students. It also motivates teachers to try out other methods and adjust the way they teach because of what the students say. Thus, teachers' creativity is not

only presented in designing learning activities, but also is the ability of teachers to adapt and improve their practice over time.

Hence, this present study is intended to investigate the creativity of English teachers in using *News in Levels* as teaching media in English as a foreign language learning. In particular, this research aims to examine the implementation process of teachers in activities in the classroom and analyze factors affecting teachers' creativity in the process of implementing the platform. The results of this study are expected to be used for creating creative teaching and learning and gaining insight into how effective digital learning media are in learning English.

RESEARCH METHOD

This study employed a qualitative research design to explore English teachers' creativity in using *News in Levels* for English Foreign Language (EFL) instruction in the classroom. Qualitative research is used to explore central phenomena or facts related to a research problem and to understand participants' experiences and interpretations of those phenomena (Sugiyono, 2017). In the context of this study, qualitative research was applied to explore how teachers implement *News in Levels* as a teaching media and how their creativity emerges during the teaching and learning process. The research particularly focused on the interaction between teachers and students when using technology-based learning media in English language teaching.

This study explored English teachers' creativity using *News in Levels* for EFL teaching. The researcher employed a qualitative case study design. Qualitative research strategies allow researchers to explore real-life phenomena in depth through the study of events and processes involving individuals, limited by time and activity, through analyzing participants' experiences (Creswell, 2012). The study focused on understanding three English teachers in East Java who implemented *News in Levels* in the same teaching context and how they adapted the platform through their creativity in EFL teaching. Furthermore, an open-ended questionnaire and semi-structured interviews were used to cross-check their reported teaching experiences. Findings were analyzed thematically using the aspects of fluency, flexibility, originality, and elaboration derived from (Mulyana, 2010).

The participants of this study were three English teachers from East Java, specifically from Banyuwangi, Surabaya, and Ngawi. The participants were selected because they had the same experience of using *News in Levels* as a teaching media in EFL. In qualitative research, participants who possess rich information related to the research problem are considered key informants (Putri & Sukmawati, 2024). Three teachers participated in this study, each with more than one year of teaching experience, and they used *News in Levels* to teach third-grade elementary school students in similar teaching contexts. The names of the schools were not disclosed to maintain the privacy of the participants.

Data in this research were collected using questionnaires and interviews. Qualitative data collection typically involves gathering information in the form of words, experiences, and narratives rather than numerical data (Sugiyono, 2017).

Questionnaires and interviews were selected because they enable respondents to provide detailed explanations of their experiences and perspectives. The instrument for this study was an open questionnaire that was used to elicit respondents' descriptive responses. Open-ended questionnaires give opportunities for the respondent to express their opinion and experience in their own words (Arikunto, 2010). The questionnaire was also created on Google Forms for easy data collection from the respondents.

Semi-structured interviews were used in addition to questionnaires to gain insights into teachers' experiences with *News in Levels*. Interviews are data collection techniques which is a dialogue between the researcher and respondents to gain deeper to see a particular phenomenon (Sugiyono, 2017). Semi-structured interviews were selected, as they allow the researcher flexibility in exploring participant responses and guiding questions. Adjusted interview questions were derived from previous interview questions in the study of Kawulusan (2021), which investigated teachers' creativity in the use of learning media. The researcher gained in-depth insights into teachers' use of *News in Levels* and how they have devised effective teaching and learning strategies through these interviews.

This research procedure was carried out in three stages, namely preparation, data collection, and data analysis. The study employed the research instrument of Kawulusan (2021) in the preparation stage, which related to aspects of creativity, namely fluency, flexibility, originality, and elaboration. A semi-structured interview guide consisting of 10 questions was prepared to obtain more detailed information regarding teaching practices. The questionnaire consisted of five open-ended questions designed to explore teachers' experiences using *News in Levels* in EFL teaching. Sample questionnaire items include: "Can you give an example of an activity in '*News in Levels*' that helped you generate many ideas? How did it impact your ability to brainstorm?" Prior to data collection, the interview guide was reviewed by an expert in the field to confirm the questions' relevance and clarity. Data were collected between January and October through an open-ended questionnaire followed by semi-structured interviews with three English teachers from East Java. Interviews were conducted in English, lasted approximately 35 minutes each, and were audio-recorded with the participants' consent.

The researcher requested reconfirmation of follow-up questions with each interviewee if there was anything unclear or additional questions. Prior to analysis, the researchers transcribed the interviews and collected and organized the questionnaire responses for comparison with the interview data. They then compared and further identified the consistency of the participants' responses regarding their experiences as teachers using *News in Levels*. Furthermore, this study did not conduct direct classroom observations; therefore, these findings reflect only teacher-reported teaching practices.

Data analysis in this study followed the interactive model proposed by (Miles & Huberman, 1984). The analysis involved several processes, including data collection, data reduction, data display, and conclusion drawing. Data reduction was conducted by selecting, summarizing, and organizing the most relevant information obtained from questionnaires and interviews. The reduced data were then presented in a descriptive format to facilitate interpretation and understanding

of the findings. Finally, conclusions were drawn by interpreting the patterns and themes that emerged from the data.

The code in the data indicates that the respondent has a Teacher (T) as profession and the means of collecting data are an interview (I) and a questionnaire (Q). An example of this is a statement from Teacher 1 (Teacher 1/T1) at question number 1 (Q1) in the questionnaire, and at an interview question number 1 (I1). Following coding, relevant information from interview transcripts and questionnaire responses was categorized based on the aspects of creativity: fluency, flexibility, originality, and elaboration (Mulyana, 2010). Data sources were then clustered and coded to help spot any patterns in teacher experiences with *News in Levels*. The researchers measured the consistency of respondents' statements by comparing their responses on the questionnaire with those in the interview.

The analysis process was careful to ensure that the findings faithfully represented the participants' experience and quoted words, and were aligned with the theory. When more data no longer give new information to the research problem, then data saturation has been reached. Thus, it could be concluded that the data obtained from questionnaires and interviews were adequate to answer the research questions and to describe teachers' creativity in implementing *News in Levels* in EFL instruction.

FINDING AND DISCUSSION

Finding

This study examined the creativity of the English teachers in applying *News in Levels* in English as a Foreign Language (EFL) learning. The data were gathered using semi-structured interviews and open-ended questionnaires to illuminate the aspects of the implementation of the platform in teachers' activities and how the activity is being influenced by the factors that affect the creativity of the teachers. The results were analyzed based on themes to describe teachers' experience and creative teaching of English as a Foreign Language (EFL) in using *News in Levels* as language learning media and how its use in language learning.

This study was carried out in East Java, involving three English teachers in various regions of East Java. They are in their 24-25 years and have been teaching for between 1.5–3 years in Banyuwangi, Ngawi, and Surabaya. *News in Levels* was used by the teachers in the elementary school third-grade English classroom. To ensure the privacy of these participants, the names of the schools were not provided.

This study utilized a number of codes to represent respondents and sources of data to make the presentation of the findings easy. Each of the statements obtained from the interviews and questionnaires was traced to its origin using the coding system.

Table 1. The Data of The Research

Symbol	Code	Example
Respondent	T (Teacher)	T1 (Teacher 1)

Question	I (Interview) Q (Questionnaire)	I1 (Question of Interview No. 1) Q1 (Question of Questionnaire No. 1)
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Teachers' Creativity in Implementing News in Levels for Teaching English in the Classroom

This section presents research findings on the creativity of English teachers who implement *News in Levels* to teach English as a Foreign Language. The study investigates how teachers' teaching methods demonstrated Mulyana's (2010) four dimensions of creativity: fluency, flexibility, originality, and elaboration.

Implementation of News in Levels in Teaching English

The interview outcomes revealed that *News in Levels* could be customized based on the needs and content of the classroom. *News in Levels* helps develop students' English language skills by providing reading, listening, speaking, and writing support.

News in Levels can be used to support various English language skills in the classroom, as explained by Teacher 1: "I use this media *News in Levels* for teaching reading, speaking, listening, and also writing." [T1: I1]. Flexibility can be claimed in this statement because the teacher adapts the platform to support students' English skills without limiting the use of its features. In addition, the questionnaire responses from Teacher 1 also indicated that the texts available in *News in Levels* help students focus on specific learning targets. "The texts provided highlight certain words that become the learning target. It helps the students analyze, brainstorm, and focus on them." [T1: Q1]. These findings demonstrate elaboration, as the teachers broadened the platform's application to promote deeper language analysis.

Furthermore, Teacher 2 and Teacher 3 explained that *News in Levels* could improve students' English skills based on their learning abilities. Teacher 2 explained that she frequently uses the listening feature and adjusts the audio speed according to the students' abilities. "I always like the listening section where I go, customize it by the speed for my students, and let them explore more about the topics that they are given and their application." [T2: I2]. Similarly, Teacher 3 stated that she focuses on reading and listening activities, then develops further discussions to develop students' speaking and writing skills. "I focus on reading and listening, so I develop it through questions in the news in *News in Levels*. So, I create a discussion through this feature to train students in speaking and writing." [T3: I4]. That illustrated the originality because the teacher generated and adapted new ideas that students can explore and adjust to their abilities.

The questionnaire results from Teachers 2 and 3 also showed that *News in Levels* helps them design more creative lesson plans. Teacher 2 stated: "*News in Levels* makes me improve my lesson on teaching English." [T2: Q3]. Teacher 3 also spoke about a certain level of inspiration to create diverse questions and tasks for the students out of the platform. "*News in Levels* inspired me to create a variety of question models and tasks for students to do." [T3: Q3]. The results of the two teachers were found to show fluency in the use of the learning resources, in which the teachers used multiple ideas in the teaching of the same resource.

Teachers Develop Creativity in Implementing News in Levels in the Classroom

The use of *News in Levels* also encourages teachers to develop their creativity during the teaching and learning process, making classroom activities more engaging and interactive. Teacher 1 explained that she combines the listening feature with classroom activities such as fill-in-the-blank exercises and vocabulary writing tasks. “I ask my students to listen to the audio, and then I give them the paper to fill in the blanks, and then sometimes I ask them to read, then come forward and write on the whiteboard related to the difficult words they found in the text.” [T1: I3]. It reflects elaboration by adapting the listening feature for offline instruction and expanding into vocabulary and writing.

Teacher 1 also explained that *News in Levels* can be modified and combined with other learning media or activities. “This application or this website can be modified or combined with other activities or other media. The existing materials can be mixed with offline activities. Sometimes I ask my students to listen to the audio, and then I give them the paper to fill in the blanks, and then sometimes I ask them to read, then come forward and write on the whiteboard related to the difficult words they found in the text. I also watch the video, and after that I give them the exercise to quiz, for example, Wordwall.” [T1: Q3]. It can represent elaboration by modifying *News in Levels* with another media design learning activity. Similarly, Teachers 2 and 3 explained that they combine *News in Levels* with other learning tools to develop more innovative learning activities. Teacher 2 stated: “We collaborate to innovate, we make a gem board, and we make a presentation. We make an agenda to do news in English with other resources.” [T2: I10].

Meanwhile, Teacher 3 mentioned that she also uses ChatGPT to develop questions based on the news content provided by the platform, “My own creativity increases when I use the application for listening on fill-the-blank and multiple choice. Honestly, I also collaborated with ChatGPT to help create questions according to easy, media, and hard levels and not just focus on implied reading.” [T3: I10]. The questionnaire results also supported these findings. Teacher 2 stated that she uses *News in Levels* to brainstorm speaking criteria for her students. “I use *News in Levels* to brainstorm speaking criteria for my students.” [T2: Q1]. Teacher 3 also explained that she creates different types of questions, such as multiple-choice and essay questions, with the help of ChatGPT. “I make questions from ChatGPT, then I make multiple-choice and essay questions.” [T3: Q4]. This reflects fluency and flexibility, as they adapt and create a variety of educational activities by transforming authentic news content into different types of tasks.

Factors That Influence Teachers' Creativity in Implementing News in Levels

The findings also revealed several factors that influence teachers' creativity in implementing *News in Levels* in the classroom. Teacher 1 explained that several supporting factors influence the implementation of *News in Levels*, including classroom facilities, teachers' creativity, and students' motivation. “There are some supporting factors like the facilities in the classroom and then the teachers' creativity and the students' motivation. But since this media is fun, I think the teachers can make diverse learning activities with this media.” [T1: I7].

The questionnaire results from Teacher 1 also showed that *News in Levels* provides various features that support teaching and learning activities. Teacher 2 highlighted the importance of ease of use when implementing the platform. "I think these wording factors were like it's easy to do or maybe easy to operate." [T2: I7]. She also explained that the platform helps her organize lesson plans and assignments more systematically. "It helps me much with detailed plans or project assignments, and the steps are to make sure everything is arranged systematically." [T2: Q4].

In addition, Teacher 3 explained that the different levels provided in *News in Levels* help teachers determine students' abilities. "Students were more able to try Level 2; it seems that most students are still able to try *News in Levels* Level 1 because students are still basic in understanding news." [T3: I2]. The questionnaire results from Teacher 3 also showed that the platform is useful for language learning and supports teachers' creativity in designing learning activities. "*News in Levels* is also good for learning. It hones teacher creativity by collaborating with other activities or media. *News in Levels* has materials that can be adjusted to student levels, features, and various news." [T3: Q5]. In general, these results suggest that *News in Levels* creates a flexible and supportive learning space for teachers to generate creative teaching plans.

Discussion

Based on the results of the study, it is suggested that *News in Levels* is a digital tool that teachers can modify to their EFL teaching goals and employ to assess proficiency levels. Instead of using *News in Levels* as a reading platform, teachers adapted it to be used for reading, listening, speaking, and writing. For instance, Teacher 2 changed the speed of the audio based on the students' listening level, and Teacher 3 integrated reading and listening exercises as classroom activities where students are encouraged to have conversations and write. These actions show flexibility based on aspects of creativity by Mulyana (2010) as teachers use the platform in class with different needs.

Furthermore, using the level-based *News in Levels* allowed teachers to select learning materials that matched the English proficiency levels of their students. The teachers stated that they chose materials of different levels instead of the same materials for their learners' classes and adjusted learning tasks to address the needs of learners. The results align with earlier studies that emphasize the significance of authentic and graded digital materials to support teachers' flexibility in instruction (Vistari et al., 2025). However, the findings obtained in the present study were restricted to teachers' reported practice and perceptions of the platform as a flexible teaching media.

Furthermore, another key discovery is that teachers were creative in their way of adapting and integrating *News in Levels* with the different media and teaching materials used in the teaching and learning process. Instead of using the *News in Levels* platform as is, the teachers incorporated it into offline activities, online tools, and collaborative learning opportunities. Teacher 1 created activities for fill-in-the-blanks, vocabulary activities, videos, and quizzes, and incorporated *News in Levels* with these Wordwall activities. These approaches demonstrate

fluency by creating a variety of learning activities, flexibility by turning digital content into offline learning activities, and elaboration by expanding listening exercises into vocabulary and writing activities for the tasks. Likewise, Teacher 2 integrated the presentation, discussion, and collaborative tasks focusing on authentic news. It can be presented that the teacher uses listening, reading, and speaking activities around the same topic that can increase students' interest in learning, as stated by (Wibowo, 2016). The impact of the above results shows that teachers were able to generate more than one learning experience with one source of learning about language skills.

Teacher 3 showcased other forms of creativity by leveraging *News in Levels* in conjunction with ChatGPT to create questions of varying levels of difficulty and make learning more engaging and innovative. This resonates with Campbell (1986) view that creativity can lead to innovative and engaging learning experiences in the classroom. The teacher did not use the news articles as prepared learning materials but instead transformed them into multiple-choice and essay questions, and differentiated learning tasks. This practice is original because the teacher used a mix of two digital technologies in their design of learning activities that are not part of the platform's design; it is elaborative because authentic news media was used to create more complex assessment tasks. The results of this study are a reinforcement of Mulyana (2010) who proposed that creativity is seen as the production of learning concepts that is generated, modified, and enhanced in order to be used in the classroom. In addition, the findings support earlier studies that found that educators' creativity manifests in the use of multiple media and tools in technology and not only one technological media (Chairuman et al., 2025).

The findings also show that teacher creativity is a process rather than a quality of a teacher. The teachers reported that they modified the class activities according to students' level, students' feedback, engagement, and understanding during the lesson. This implies that creative teaching always needs instructional decisions according to the situation that arises in the classroom. The authors Akram & Hussein (2025) also reported that teachers regularly adapt their instructional approaches to address the requirements of their pupils. In this study, this adaptation was evident in teachers' descriptions of how they allocated resources, adapted assignments, and added additional resources when working with *News in Levels*.

The second important aspect concerned the elements that stimulated and constrained teachers' creativity. The teachers reported that aspects of *News in Levels*, such as the ease of use, the use of authentic news articles, the ability to use multimedia, and the level of differentiation, made them feel inclined to develop a wide range of educational activities. These characteristics give teachers the opportunity to modify learning materials to students' abilities and to achieve learning objectives in class. *News in Levels* do not assess levels of creativity, but rather look to offer teaching resources that are easily adaptable, providing support to educators' teaching choices.

The teachers also highlighted a number of problems related to the implementation of creative teaching practices. Time for teaching and the varying levels of students' English proficiency, classroom equipment, and technology use impacted how well teachers can employ all the features of the platform. The results

align with the results of earlier studies that state that in addition to pedagogical knowledge, teachers' technological competence and the contextual factors related to the school and technological resources are also significant in integration success (Chairuman et al., 2025). For instance, teachers indicated that they occasionally had to simplify learning activities or only use certain features of News in Levels because of class time or students' proficiencies. In such situations, teachers need to constantly adapt their teaching methods but not their learning goals. As a result, teachers' creativity was shaped not only by their ability to generate instructional ideas but also by their capacity to respond to practical classroom constraints. Therefore, teacher creativity should be understood as an interaction between individual teaching decisions and the teaching context in which those decisions are made.

Overall, this study contributes to the understanding of teacher creativity in technology-supported EFL teaching by describing how teachers adapted, integrated, and expanded *News in Levels* features into their classroom practices. Teachers demonstrated flexibility by modifying learning materials according to students' proficiency levels, fluency by generating a variety of teaching activities, originality by integrating the platform with digital tools such as Wordwall and ChatGPT, and elaboration by expanding authentic news content into integrated language learning tasks. However, these findings are based on teachers' self-reported experiences obtained through questionnaires and interviews. This study does not claim the effectiveness of *News in Levels*, but rather provides insight into how teachers perceive and implement the platform as part of their creative teaching practices in EFL classrooms.

CONCLUSION AND SUGGESTION

Based on the findings, *News in Levels* can be considered an easy media for teachers in EFL instruction because it supports the development of students' reading, listening, speaking, and writing skills while also encouraging teachers' creativity in designing learning activities. The platform offers materials based on proficiency levels with flexibility for teachers to modify instruction as necessary, so as to keep learning more engaging and interactive in the classroom.

Moreover, the use of digital technologies like ChatGPT in exercise and assignment designing can help to further enrich the teaching process and offer a more dynamic learning experience. Thus, teachers are suggested to use *News in Levels* as an additional learning media for supporting teaching and learning strategies and students' learning interest. It is also expected that schools have facilities and training in place which can support effective use of technology in language learning. Further studies could focus on how *News in Levels* can affect teachers' creativity in English language teaching in various educational contexts.

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