

Creative Character of Jakarta State University Students

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ABSTRACT

This study aims to obtain empirical data about the description of the creative character (non aptitude creativity) at the students of Jakarta State University (UNJ). Creative thinking can be generated from the creative thinking process which supported by the creative character of the individual. The characters represent desire and encouragement of a person to create creative ideas. In other words, creative individuals not only think in a creative way but also have the creative character (non aptitude creativity) that supports the creative thinking process. The research samples are 438 students, consisting of 178 male students and 260 female students by using incidental sampling technique. Collecting data using a creative character scale refers to Guilford's creativity theory. There are five dimensions of creative character, such as the dimensions of high curiosity, imaginative, like challenges, taking risks and sense of appreciation character. In this study data analysis is using descriptive statistics. The results showed that 68% of students have creative character in medium category, 16% in the high category and 16% in the low category creative character. The result also shows the imaginative dimension is the most attribute owned by the student, there are 29% of students. Second is the sense of appreciating character equal to 21% student, third is the dare to take risk equal to 18% student, fourth is the character likes challenge equal to 15% of students and the last high curiosity of 14% of students.

Keywords: creativity, creative character, student

INTRODUCTION

Learning activities applied at higher education level such as at university or college require students to be more independent in thinking to solve the problems and tasks given. The purpose of learning at the higher level of education generally prioritizes in the application of the basic concepts which have been understood and studied by the students in analyzing issues relating to the material being studied, thus no longer emphasizes in understanding and recalling and repeating the material only. Therefore, students are expected to be able to solve the problems carefully and to produce appropriate and varied solutions. This thinking process requires productivity of many ideas and fluidity in thinking. The description explains that students need creative thinking process that can support their learning activities, so that students are able to adapt well to the demands faced.

Guilford explained that there are four aspects of creative thinking, such as: fluency of thinking, flexibility of thinking, originality and elaboration. These four objectives are most needed by people in order to solve the problems, both in academic or nonacademic in everyday life. In addition, it can help individuals to create original and new creative works. Thus, creativity is an ability to think smoothly, flexibly, originally and able to elaborate in generating ideas quickly, widely, varied, new, rich and detailed in facing every problem that comes (Guilford, 1970).

Creative thinking can be generated from the creative thinking process of the individual, which is supported by the creative character or the affective characteristics of the individual that are closely related to the desire and encouragement of a person to continue to produce creative ideas of thought. In other words, individual who is creative does not only think creatively but also has some of the affective characteristics of creativity (creativity non aptitude) or creative characters which support the process of thinking creatively. The affective characters or the creative characters that are meant are: having high curiosity, imaginative, like challenge, taking risks and have a sense of appreciation character (Guilford, 1970).

Creative character is very needed by students in facing academic and non academic problems. This picture is derived from the initial search (pre-learning) conducted to some students on the importance of creativity in dealing with demands at the higher education level. In general the subject explains that creative character is needed when completing the

tasks given, as well as facing the exam or evaluation tests at every semester. According to the subject, in general the given problem requires the subject to analyze and provide opinions and solutions. With the ability to think creatively and to also have a creative character, it will be able to help them solve the problem in the exam. In addition, the subject also explains that creativity is needed in managing time, especially when during times of testing or when faced with many tasks. As a student who is incorporated in the activities of student organizations, the subject states the creative character is needed in running the organization's activities, such as generating new ideas to run activities that are interesting and useful. Based on the initial search results conducted, it can be concluded that the creative character is very important and needed by students in carrying out the role and meeting the demands of learning faced.

To cope with these demands, students need not only good material mastery, but also creativity that can help them find the right solutions, and generate new ideas. The development of optimal individual creativity, does not only prioritize the aspects of creative thinking or cognitive ability itself, but also needs to be balanced with creative character which support. Optimizing both aspects of creative thinking and creative character in individuals, will result in the development of optimal creativity. Therefore, this research will focus on tracing the creative character of students in developing creativity. The purpose of this study is to obtain a description of aspects of the creative character of the students.

DISCUSSION

In the introduction section has been explained that to produce creative work is not only obtained from the results of creative thinking, but also supported by good creative character. Creative characters traced in this research, consisting of five characters such as, high curiosity, imaginative, like challenges, taking risks and have a sense of appreciation character.

These five characters become the benchmark for the formation of creative character in the individual. The results showed that 438 respondents who are students of the State University of Jakarta, consisting of 178 men and 260 women in general have creative properties fall into the category of being. This shows that there are 68% of UNJ student respondents who have developed their creative characters with optimal enough. Furthermore, 16% of UNJ student respondents have creative characters in high category, which shows the

development of optimal creative characters. While the other 16% have creative characters that are low. This illustrates that they have not developed their creative characters optimally. In addition to describing the categories of creative character of the respondents, this study also obtained data on the dimensions of creative character that many owned by respondents. The results showed 29% of UNJ students responded to high scores for imaginative dimension. Imaginative nature shows the ability to imagine things that have not or have never happened, but still able to distinguish between fantasy and reality (Vernon, 1970). A person with a high imaginative character will think of something unusual and different, because imagination enables one to develop his idea of thought as widely and as far as possible as he wishes. Imagination is also unlimited, just as Guilford's explanation that an imagination must also fulfill the rules of common sense that can be manifested clearly, not a only a fantasy. The second dimension that shows the value of respondents in the high category (21%) is the dimension of sense of appreciation character. The character of appreciation shows an individual who has an appreciation of the rights and values that belong to both themselves and others. This character is closely related to the control of creative works that remain useful and appropriate and not abused for things that are not good or not right (Vernon, 1970). It also illustrates that a creative work must have a positive and useful value. In addition to generating ideas and creative work, individuals must still appreciate the ideas and works of others. This can be seen from the way individuals receive criticism from others, face differences of opinion with others, and do not plagiarism or recognize the work of others into personal works. The next dimension obtained by 18% of respondents with high category is the dimension of taking risks. Taking risks is dare to try new things, not to be afraid of failure, to accept criticism, not to worry in uncertainty or unstructured situations and to dislike conventional things (Vernon, 1970). Individuals with a risky nature point out that in producing creative work he is not focused on possible failures, showing no hesitation when faced with an uncertain situation, but focusing on the work to be produced. The boldness of taking risks also shows the individual's reluctance with a common and predictable situation, making him dare to appear different from others in general, although he understands the risks to be accepted with the attitude shown.

The next dimension with 15% of UNJ student respondents belonging to high category that is, like challenge. The nature of liking the challenges of the individual can be seen in the form of behavior that is always driven to overcome difficult problems, feeling challenged by complicated situations and interested in tasks with high difficulty (Vernon,

1970). The nature of liking this challenge is closely related to the brave nature of taking risks, the individual with the likes of challenge he will strive beyond his ability to produce a work. He wants something new and difficult to overcome, so that when he manages to deal with it, the individual gains new results and experiences in his life.

For the fifth dimension, there are 14% of UNJ student respondents who have curiosity in the category of high, it shows that high curiosity is still not a priority of respondents to support their creative thinking process in creating a work. The high curiosity character is also the first creative character which is disclosed by Guilford. High curiosity character can be seen from the kind of behaviors such as always being driven to know something more and more, often asking questions, and liking to pay attention to people, objects and situations (Vernon 1970). The high curiosity character can form the basis of new ideas, because by observing, finding and exploring something in depth, the individual will be able to find new interesting information or problems to solve and stimulate the emergence of different new ideas.

In the respondents of this study, which is consisting of students of Universitas Negeri Jakarta (UNJ) from 8 faculties, high curiosity character is still the kind of character that needs to be to be developed optimally, in order to support the development of student creative character as a whole.

CONCLUSION

The respondents of this research who are the students of Universitas Negeri Jakarta still need to develop their creative character in order to support their creative thinking process. The creative character that needs to be developed is primarily the character of high curiosity, so that the student will have the will to trace information that is related to the things he or she has learned or found in detail, broad and deep. Therefore, the next research can be focused on the development of aspects of creative characters in UNJ students, especially to increase the high curiosity character in the students. Hopefully it will help students to find new ideas in their creative thinking process.

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