# Learning Creativity Through Student Social Life Experiences in Indonesian Higher Education

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**Abstract.** This descriptive quantitative research aims to reveal student learning creativity through social life experiences. The research sample was selected purposively by considering that the research process must be carried out quickly, data collection should not be done physically close together, and respondents must have an android mobile phone in order to fill out the instrument in the Google Form. Data analysis was carried out with descriptive statistics of percentages. The data obtained in the form of interviews, observations, and documentation were analyzed through data reduction/data selection, data display/data titles, data verification/data accuracy checking, and data inference/conclusion. Based on the analysis of data from 341 samples of students, it was found that (1) there are several types of social life experiences that can be used as teaching materials in lectures, (2) there are various psychosocial factors that influence the development and motivation of students to learn in revealing social life experiences, (3) there is an increase in enthusiasm for analyzing and constructing social life experiences into meaningful learning messages, (4) there are several types of social life experiences that can increase students' critical power in learning interactions.

**Keywords:** Learning Creativity · Students · Social Life

## 1 Introduction

Critical and creative thinking is currently one of the primary needs in the development of human resources in the learning process at all levels of Indonesian education. Various ways and efforts are made by education providers to be able to realize critical and creative personal achievements from an early age to higher education. The development of learning creativity through social life experiences has begun to be applied in several educational institutions to hone students' thinking skills.

In higher education, learning creativity that is more directed to students' critical and creative thinking skills is carried out through the stimulation of various structure-analytical-synthetic models, especially in the literacy aspect of social life experiences. Learning messages that are lifted from students' empirical learning experiences in social life that are in direct contact in their daily lives about student problems can develop critical and creative thinking by displaying smart and actual ideas. Intelligent, critical, and actual ideas are the forerunner to the formation of creative and innovative thinking


B. B. Wiyono et al. (Eds.): ICEMT 2022, ASSEHR 727, pp. 562–570, 2023.
https://doi.org/10.2991/978-2-494069-95-4_65

patterns (Csikszentmihalyi, 2014; Qjan & Plucker, 2021). Creative attitudes and behavior can be measured by the ability to mention, explain, analyse, assess and create ideas accompanied by an attitude of accepting and listening to other people's opinions wisely (Kanlı, 2020). The development of student learning creativity becomes very vital if it is associated with the era of information technology that is completely instantaneous without paying attention to the accompanying impact that can weaken human character. Therefore, the development of creative and intelligent thinking patterns and patterns of action must begin to be built from the level of formulation of learning objectives and teaching materials in all subjects. The strategy of processing social learning experiences into the form of learning messages is very urgent so that students not only devour learning messages raw but are able to process them into innovative creative thinking spaces.

Changes in students' mindsets and behavior patterns related to the nature and meaning of learning messages in the context of social life experiences are highly expected to achieve creative and innovative thinking spaces. The nature and meaning of learning is addressed as a learning process that is self-learning and self-change that must be built by students themselves as learning actors. Learning is not just a transfer of knowledge (transfer of knowledge), but also a transfer of learning (transfer of learning) which must result in changes in mindset and action patterns that are implemented in real life (Hardika et al., 2018). Lecturers as learning facilitators, while students as learning subjects who are mandated to control the learning process that has a facilitative character.

In the perspective of cognitive psychology, learning is not just a process of passively receiving information by students, but is an active thinking process to make meaning of the entire learning experience (Roberts et al., 2021). Learning is also not just the fulfillment of intellectual needs with compulsion, but is a process of being actively involved in learning interactions (Lombardi et al., 2021). The involvement of students in learning must be directed at the formation of confidence in the potential and academic abilities of students. In this context, the process of analyzing the formulation of teaching materials that is bottom-up with the principles of discussion and argumentative dialogue will produce a critical and responsive mindset to life's problems. The process of collecting information, phenomena, cases and community problems will produce a collection of raw teaching materials for classroom learning activities (Okita, 2012). The process of processing learning raw materials raised from the community through the arrangement and preparation of academic logic is an academic job that is able to provide reinforcement in critical thinking (Ayyildiz & Yilmaz, 2021; Gao et al., 2002). The development of critical character towards problems and providing opportunities for students to argue against conditions that are considered true by a group of people are also very important to give confidence and recognition to their existence as academics. However, in the end, students must also be encouraged to acknowledge and be able to manage information in accordance with the principles of truth and recognition of the results of group work.

This descriptive quantitative research is very useful as a source of basic data to develop the critical and creative characteristics of students in responding to various social and social phenomena. In the terminology of adult education, giving personal trust to students will have an impact on the formation of maturity, independence, and creativity in every action. Intellectual capacity and capability will mean nothing if it cannot be implemented in real life in society. Intellectual capacity and capability will

be meaningful if it can be applied to solve real life problems in society (Deering et al., 2016). In this regard, the results of this study are expected to be able to contribute to the process of forming students' intellectual capacities and capabilities that are relevant to the situation and conditions of students' lives.

Higher education as a developer of knowledge requires lecturers to conduct studies and research on learning models that are relevant to efforts to create students as agents of reform in society. The speed of change in the demands of society, including students as an academic community, requires a fast response among lecturers to develop learning models that are able to respond to changes in society. The learning model that only relies on the transfer of information is not able to provide adequate provisions for student life in the community (Darling-Hammond et al., 2020). In this regard, the learning model in higher education must be immediately changed to transfer of learning which emphasizes the behavior of learning how to learn so that students are able to learn independently (self-learning) and teach others.

This research inspires lecturers that the role of lecturers in learning is to facilitate students in exploring and self-actualizing all their potential and utilizing the potential of the environment as a source and learning media. Thus, the lecturer is not the only source of knowledge who holds the sole authority in building the capacity, capability and integrity of students, but rather functions as a learning facilitator. The formulation of the research problem is how much willingness to share experiences in class forums and the ability of students to show and analyse social experiences into categories of learning messages and how does social experience influence students in constructing meaningful learning messages?

## 2 Methods

This descriptive quantitative research aims to reveal student learning creativity through social life experiences. The research sample was selected purposively by considering that the research process must be carried out quickly, data collection should not be done physically close together, and respondents must have an android mobile phone in order to fill out the instrument in the Google Form. Data was collected using a closed questionnaire technique distributed through the Google Form Information Technology Application. Data analysis was carried out with descriptive statistics of percentages. The data obtained are in the form of the results of interviews, observations, and documentation were analyzed through data reduction/data selection, data display/data title, data verification/data accuracy checking, and data inference/conclusion.

## 3 Results and Discussion

Students as social beings who are empowered and are in the phase of learning maturity have various abilities and ways of adapting. In the process of learning activities during college, the success of learning and adapting students is strongly influenced by various acceptances of knowledge, experience, and maturation of social behavior. This cannot be separated from the social characteristics and behavior inherent in each student. In this study, student profiles spread across various regions of Indonesia, apart from differences

in physical growth and psychological development, also have different social, family and scientific backgrounds, as well as experiences in social life. Specifically, the following are the characteristics of student profiles.

Various types of social life experiences that can be used as teaching materials in lectures include leading, representing, collaborating, trying new things, being involved in; socio-cultural, social, communication, artistic and entrepreneurial activities, etc. The following is a table of data from the identification of various activities that become social experiences in the family, peers and community that can increase the critical power of students.

Based on gender, it turns out that the creative learning process of students is strongly influenced by psychosocial factors, including learning readiness, learning orientation, social environment situation, culture and study habits, social innate factors, and social life experiences.

Male and female students have very different influences in managing creative learning, which are related to culture and study habits. However, both have similarities that affect the success of creative learning, namely through the experience of social life. Sharing experiences of social life as a learning message has an impact on the emergence of enthusiasm for learning, both male and female, male and female students. This is shown in the emotional reactions of students when asked to share experiences and show learning messages from these social life experiences.

Both male and female students feel happy to be able to share experiences and show learning messages from their experiences. Students revealed that they became more confident, brave and did not feel alone in responding to good or bad experiences they had after sharing in class forums. Togetherness in building learning messages with friends in class through problem identification and finding learning messages becomes a valuable experience that makes students more enthusiastic about attending lectures. Creativity learning through social life experiences has a positive impact on the development of students' creative attitudes and behavior as shown by 30% being able to solve problems, 26% being open, 25% free to express, and 19% flexible in thinking.

Environmental situations and happy feelings become an important part of the process of forming creative thinking. Both things can hone students' ability to convey their ideas and experiences. Familiarity and an atmosphere that is familiar and full of comfort during lectures will be able to stimulate thinking skills and facilitate the achievement of self-characterization as a creative and confident person.

Strengthening the role of educators as student facilitators is a milestone in the success of forming students who are creative and have independent learning. The description of the facilitator's role in increasing learning creativity can be illustrated in the following chart. By optimizing the role of educators in the process of developing students' creative thinking skills through social experience-based creative learning, it is hoped that students will not only achieve optimal academic abilities, but also form creative and dignified human capitalists for the future.

Learning is a process of processing information by involving the physical and psychological aspects of learning participants and the environment to produce a set of science, technology and art that is meaningful for the lives of oneself, others and the environment. In the perspective of psychosocial studies, learning is a process of individual

self-development which is chronologically influenced by the learning field, community environment and local culture (Luh & Lu, 2012). In the learning process that takes place naturally, contradictory events often occur between success and failure, interest and apathy, diligent and lazy, consistent and inconsistent, capable and unable, disciplined and undisciplined which will affect the quality of learning outcomes. According to the theory of mental development, this condition is thought to be the result of various mental processes that occur in a person which are referred to as motives, needs, desires, and drives for various psychological problems (Denham, 2006). This is a determinant factor that determines adult learning behavior which is always influenced by various internal and external factors of the concerned learning participants.

In subsequent developments, this psychological process will always be influenced by various psychosocial factors such as readiness to learn, learning orientation, social environment situation, culture and study habits, social innate factors, and learning experiences of students (Denham, 2006). According to this theory, adult learning must be designed according to mental development and pay attention to the environmental situation that becomes the field for adult learning (Hwang, et al. 2013; Jeanes, 2021). Adults will learn if the material and the learning process always involve the environment and pay attention to physical and psychological conditions (Elfert, 2019). Learning will be more effective if learning tools, learning processes and learning objectives are directed at the interests of learning participants and involve the psychology and environment of learning participants (Moran, 2008).

The learning process resulting from the cognitive structure is a form of meaningful learning designed from understanding, knowledge, and thought organization to produce a concept of information (Kitchenham, 2012; Renger et al., 2020). Therefore, the ability of learning participants to process information becomes very important in relation to the application of independent learning practices by learning participants. The experience of participants in learning education in the form of work experience, family experience, experience solving problems of life and work, experience interacting with the surrounding environment is really an important factor in determining the learning model (Arthur & Peterson, 2013; Biggs, 1996).

In relation to the study of independent learning, which is the philosophy of learning, learning can be interpreted as a human activity to process information by optimally utilizing community learning resources and media. According to Wedemeyer in Kadarko, the selected learning resources and media must have the aim of (a) freeing participants from regular learning patterns, (b) opening learning opportunities according to their abilities, and (c) building an instructional pattern that guides participants to learn to carry out self-directed learning. The theory of self-learning according to humanistic psychologists is a form of self-directing learning that provides opportunities for learning participants to do thinking and learning behavior.

Independent learning is one of the learning patterns required in educational programs (Purike, 2021; Shakhnoza Daniyarovna & Dilshod Istamovich, 2021). In addition to face-to-face learning in the classroom, learning participants must also carry out independent learning activities in their environment to work on learning materials listed in the equality education curriculum. The obligation that must be carried out by facilitators regarding independent learning is to provide sufficient space and time or learning fields so that they

are able to learn well according to their needs and opportunities (Hardika et al., 2018; Schwarz, 2002b). The learning model must provide opportunities for the creation of learning participants' activities to carry out independent learning effectively (Shakhnoza Daniyarovna & Dilshod Istamovich, 2021). Learning effectiveness that can answer the problem of self-directing for independent learning requires basic data from students as learning subjects that are explored through the wealth of social experiences.

In the perspective of andragogy theory, learning is not only a preparation to understand things that are not yet known in future life, but also the whole life of an individual throughout life (Hwang, et al. 2013; Okita 2012). The involvement of learning participants in the learning process is based on the fact that learning participants have a wealth of experience (the role of the learner's experience) that can be used as learning materials, have a strong self-concept in playing themselves in various lives, have readiness typical learning (the readiness to learn) according to their interests and needs, a different learning orientation from young children (orientation to learning), so that learning strategies are needed that are in accordance with their characteristics, have a need for knowledge (the need to know) and motivation (motivation).

According to the field theory review, learning is a person's mindset and behavior that is influenced by the surrounding environment. According to this theory, the surrounding environment is seen as having a contribution in shaping a person's understanding of what he thinks and will do (Grohman & Snyder, 2022). The structure of attitudes and behavior in relation to the environment is largely determined by environmental elements that are able to form a concept which will then be manifested in their attitudes and behavior towards the environment (Gifford & Nilsson, 2014). Regarding education, the various concepts and learning theories mentioned above have great relevance and contribution in the formulation of teaching materials and learning styles of learners. Each element of learning, both facilitators, technical personnel, and learning resources must have a strong "hook" or connection with the principles of field theory. The facilitator and the learning participants basically cannot be separated from the environment, and both must interact based on mutual interest in the educative interaction system.

The success of learning in an educational institution is not solely determined by the intelligence of educators and learning participants, but is also influenced by the accuracy in placing the role as an educator (Hardika & Trisnamansyah, 2010). Learning must place educators not in the capacity as teachers, but as learning facilitators who function as (1) catalysts (accelerating the learning process), (2) resource linkers (connecting various learning resources), (3) process helpers (helping the learning process), and (4) solution helper (learning problem solving aids) (Roberts et al., 2021; Schwarz, 2002a).

A person's creativity is closely related to the power of imagination and strong brain work (Hwang et al., 2013). With a creative attitude, everything that is considered complicated will become simpler and easier to understand (Sullivan, 2017). A creative attitude will also enrich a person's mindset, because creative people do not like to repeat something that is clear or past and will complete work in a different method from others (Mayasari et al., 2016). Creative people also don't want to take information for granted without first proving it and they will continue to look for something that is considered new. Creative people solve problems in new ways, always pay attention to environmental

factors, think parallel in dealing with problems, are open, flexible in thinking, and free to express.

Thus, modern learning is not just a transfer of knowledge to achieve intellectual capital, but rather a process of change to build human capital as a future investment that is ready to face competitive environmental situations and conditions. Learning must always pay attention to the dimensions of learning participants as learning subjects who have the potential to develop independently and empowered.

## 4 Conclusion

Students as social beings who are empowered and are in the maturity phase need space stimulation to be able to learn independently in creative learning management so that they can express ideas and ideas through sharing, showing, analyzing so that they can obtain and implement learning messages from their social life experiences. Educators must be able to present themselves as personal facilitators who are qualified for students and have high creativity skills to manage innovative and creative learning without compromising the use of knowledge, experience, and management of the surrounding environment as learning resources that build student creativity.

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