CHALLENGES AND ALTERNATIVE OF CREATIVITY DEVELOPMENT IN HIGHER EDUCATION

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ABSTRACT

Creativity is the human ability to think, modify, discover and create something. Creativity in the scientific world and the general public is common term. In reality, creativity and human life are two different things, but inseparable, thus affecting and closely correlated. Life and civilization will stagnate and vacuum without creativity. Creativity always presents and appears in the rhythm of space and time as the level of thinking and the human needs. Problems faced by higher education in Indonesia today is the low creativity of both students and lecturers. Those are caused by: (1) creativity is not taught in higher education, (2) the creativity of students is less supported by parents, (3) the leader of higher education considers creativity as a means of damaging the system or existing products, and (4) the routines of lectures and students. In order to develop creativity in higher education, then the leader and lecturers should eliminate bad habits in destroying the creativity of subordinates and students, parents should continue the natural talent of the child, select the child's social environment, minimize punishment, and do not curb excessively child to "do" something. Ways that can be taken to intensify creativity in higher education including by the use of creative techniques based practical such as: brainstorming, incubator method, and the method of mapping the mind.

Keywords: challenges, development, creativity, and higher education

INTRODUCTION

When the human desire to fly was accomplished, there was Mongolfier brothers fly humans by using a hot air balloon in 1783 in Paris. 120 years later the Wright brothers made a surprise by creating the first aircraft of various types of metals. When the world community controlled mercantilism and Hobbesian tradition born the great work of Adam Smith's The Wealth of Nations 1776 as its release to the paradigm of economic freedom. When the phone and created a separate copier got the idea to integrate known as fax machines. When pessimism and loss of morale is based on core values and transcendental swept this nation, charismatic figure appeared Jansen Sinamo campaign *Delapan Etos Kerja Profesional*. When the crime more rampant and the country concerned difficulties snare the culprit due to hit the law of other countries, was born the idea of forming an international security organization known as Interpol.

Some illustration is the realization of one's creative work. Prominent characteristics of a fruit of thought and creativity is irrational. There will be no creativity without going through the mechanism of the brain or the mind works, in any form and kind. Creativity is

also generally not rationalistic and emerge from ordinary people and in the circumstances "crisis". What exactly is the nature of creativity and how it relates to higher education? Casual observation indicates that higher education is an institution nursery and field production creativity. This thesis truth needs to be followed up because the reality shows that even outside the higher education intensity high frequency creativity. This means that there is a contradiction between creativity and higher educations that claimed publicly. Through this study the author tries to approach the problem of linear contradiction of creativity with a vision of higher education, followed by studies about the challenge of creativity in higher education. The last part will be substantially pared some main ideas in developing creative character higher education with a point of departure and combination approach.

CREATIVITY AND VISION OF HIGHER EDUCATION

Term creativity in the scientific world and the general public are commonplace term. The quantity of its use in almost every social interaction that has become a part of life. In reality, creativity and human life are two different things, but inseparable, thus affecting and closely correlated. Life and civilization will stagnate vacuum and without creativity. Creativity is always present and appear in the rhythm of space and time as the level of thinking and the human needs.

What exactly is the creativity? In Big Indonesian Dictionary (Depdiknas, 2003: 599) creativity is translated: "(1) the ability to create; creativity, (2) concerning creative; creativity". Winardi (2005) limits the creativity as an act of impressions a problem deeply into the mind; connect ideas or things that were previously unrelated. Staples (1994: 275) defines creativity as making something new or reorganize something old in a new way, creativity is the actualization of human capabilities, the actualization of the creative energies of your unconscious.

Three practitioner's opinion that at least gives a description and understanding of creativity. However, in order to comprehensiveness of meaning, creativity can be identified through their characteristics. Individuals or organizations who likes to investigate creative, have high curiosity, and looking for a new modification of the existing. Another characteristic of creative people is: (1) observe the situation and the problems that other people have not noticed, (2) tend to have a lot of alternatives to a particular issue or subject, (3) often defy the status quo and the things that are clichés that hamper his way of thinking, (4) has a high flexibility in thinking, (5) have high imagination with the use of the subconscious and then make it happen in real copyright.

Relies on expert opinion and characteristics, concerns and creativity stems from the brain or mind (conscious or subconscious) is then poured in the form of copyrighted works. The existence and presence of background needs creativity, prestige, and a natural instinct or other motives. It is the creativity that stands out from the pattern and the plot moves forward or at least has not changed and is different from the original when it comes to product modification. Regarding the type of creativity, Scott (Winardi, 2005: 234) divide it into five types, namely innovation, synthesis, extension, and duplication. Innovation involves the discovery of new things that previously did not exist or conflict with existing. Synthesis includes a combination of ideas from different sources and then mixed together so that it

becomes the other. Extensions are taking an innovation base then extend the benefits by expanding its boundaries. Duplication associated with impersonation idea or product from another person or organization for personal gain or the organization as it is considered advantageous.

Based on the above explanation, creativity is the human ability to think, modify, discover, and create something. Form and the process can be: from nothing into existence; from the old into the new; of which are not thought to be well thought out; of unrelated become associated; from incomplete to be complete; from simple to complex/sophisticated; from unattractive to be interesting; of mono-functional be multi-functional; of the less the better; and of the powerless become more empowered. Introspection creativity on a universal meaning of human natural grace that allows humans to survive and more meaningful; harmonizing life to be more understated, knitter human potential; and problem solutions erratic life.

Related with the vision of the higher education or institution in general education, creativity becomes the most important dimension in the study of science and technology. Because of the importance, in article 3 of the National Education Law of 2003 was formulated that national education goals one target is to establish a creative man, parallel to the aspect of knowledge, morality, and self-contained. The purpose of higher education was laid creativity as a tool and goal attainment of quality. Even creativity in higher education the proportion is quite distinctive and is not limited to be created, built and developed according to the needs. If primary education is the introduction phase of science; secondary education is the maturation of conception, then the higher education is the phase of specialization, deepening, and scientific exploration of the key word is creativity.

Whatever the vision statement editorial and higher education, creativity is always involved and accompanying. There is no vision of a successful higher education without the influence of creativity of higher education stakeholders concerned. Vision is where the question of abstraction, then creativity is abstraction how. One shows the direction, one shows the means and methods at the same destination. This close connection is emphasized with the characteristics of scientific exploration higher education to generate ideas and findings grand. The logic of this statement relationships are divergent and convergent met on *Tridarma Perguruan Tinggi*: education, research, and community service.

CREATIVITY CHALLENGES IN HIGHER EDUCATION

Period dynamics are constantly changing, sometimes beyond prediction, made many educational institutions trouble adapting to the wave of change. One that stands out in higher education is an adaptation of a less creative to be more creative. The discourse although classic but current discourse and so remain a quality parameter that needs to be a top priority. Cursory creativity and higher education biting and hand in hand; related to one another. Creativity is the brain (mind) and the higher education is thinking of training centers and institutional innovation. Analog logic, lead to the conclusion that higher education certainly have high creativity fits the purpose of higher educations and higher education from the symbolic connotations. Conceptually this is so, but statistically factual creativity in higher

education is still a question mark. *Das sein and das sollen* spread out in various shapes and dimensions.

The extent of the gap between creativity and higher education is not likely synergized. Existing basic living direction and introduction problems and challenges. Specifically the last thing to be as important as a foundation and footing resolution. What and how to form the challenge of creativity in higher education? Some experts have offered ideas, but not necessarily creativity can be awakened in higher education. The solution offered solution strategies fail not because they are not intelligent, but the complexity of the challenges of development and the development of creativity in higher education. The challenge almost every side appeared with the type of degree of difficulty, dilemma, and complex. See the challenge of creativity in the higher education internally alone is not sufficiently reliable, need to be monitored multidirectional. The basic premise is true leads and confirms that the necessary understanding of holistic, not partial, in diagnosing the challenges of creativity in higher education.

Internal Challenges

"There is not creativity in the higher education" is the opening line identifying the internal challenge of creativity in higher education. When examined the list of courses in higher education all courses listed none creativity. Being a course or not, does not matter much. Absolutely problem is creativity not taught in higher education, either implicitly or explicitly. While on the other hand important creativity in every discipline of scientific and practical things of life. It seems necessary comparative question why *General Subjects* such as Religious Education, *Pancasila and Citizenship*, *Indonesian*, and *English Course* taught in higher education and there is no science of creativity. Is not general courses are all supported by specialization majors like *Sociology*, *Science*, *PKN*, etc. While creativity besides not supported by specific disciplines are also not taught as *General Subject*. While it can be categorized as part of the art or technique or skill, but it is very partial and tend to the creative work, not creative thinking.

Unexciting of creativity in the curriculum of higher education is exacerbated by the higher education system model that is not conducive. That is creativity so appreciated in higher education, but at the same time creativity suppressed or turned off. Many higher education leaders carry the vision of creativity and instructed staff and staff to be creative, but so is the creation of stakeholder higher education arise quickly turned off with a pretext to threaten the established tradition. In fact, often perceived to threaten the position and status and dignity of the leadership. Conditions such as these, by Covey (1997) translates as a win-lose situation. That is when they go up or go forward then I would fall and eliminated. Likewise, faculty, guiding students to be creative in thinking and acting, but the seeds of creativity learning interaction is turned off, either consciously or unconsciously. Intentional or not, funnels oppression and murder of creativity in the learning process by lecturers tangible personal vision hollow, anti-discovery mental attitude, non-exemplary behavior, and saw the problems have only one answer (Winardi, 2005). The fact stands out as a form of kill-out the students' creativity through language channels. The phrases 'you fool', do occasionally make mistakes, do you think irrational and wrong, it is impossible to prove your

idea/implemented, do not take risks, or do not have that complicate any easy self-select is some of the suppression of creativity frame through language. The lecturer's behavior is often not realized the impact, as we forget the message the author of Quantum Teaching Bobbi de Porter et al. (2004) to be careful to speak to the students because it will be stored in memory and becomes the measuring instrument itself in learning. The word 'you stupid' just by psychologists (Staples, 1994) when a person is often said to be recorded in the memory and slowly the child will recognize him as a fool. Subsequent excesses child becomes discouraged to actively and creatively on the surrounding environment.

Another internal challenge of creativity in higher education is the contradiction of character and paradigms. Character and paradigms in higher education based on analytical or scientific research methods in problems solving. Rationality, regularity, discipline, protection of well-established tradition upheld. While thinking creativity imaginative character, irregular and indiscipline, and do not like the status quo. Staples (1994), Gie (1996), Winardi (2005), and Osborn (undated) describes that the characteristics of creative thinking in general contrary to the characteristics of academics think that the paradigm of thinking in higher education. Creative thinking is dominated by the right brain, the subconscious brain, lateral, intuitive, divergent, and the results are unpredictable. While academic thinking the opposite, namely the dominance of the left hemisphere, the conscious brain, vertical, logical, convergent, and the results are predictable. Both creative thinking and analytical academic thinking in higher education each have advantages and disadvantages. Both must be united in order to complement each other towards the point of perfection and wholeness think for various purposes.

External Challenges

Covey (1997) reveals that many analysts regard the education problem of education was limited to the issue of teachers and pupils. External elements educational institutions is not very contributive in reaching educational goals. Departing from the thesis Covey with analog pattern creativity should be viewed externally in diagnosing challenges in higher education. External dimension in question is elderly, socially, and society. The flow of empiricism and education practitioners admit children of parents, relationships, and community influence and play an important role in determining the style of the child, including in terms of creativity. How big is the stimulus and training parents to their children will be a reflection of creativity while in high school and higher education? Parents are generally not equipped science of parenting, tend to educate children that led to the shutdown of oppression and creativity, even shutdown and suppression of creativity first and highest frequency is not done by formal education stakeholders, but by the parents.

At the level of social and community environment also helped contribute whether or not one's creativity awakened. Our predecessors adage: You are who you hang out and where the environment is still relevant domiciled contemplated as an educational foundation of creativity. The more we hang out and be in the creative community, sooner or later will hit us spark creativity. Although the artificial look of the thesis, in fact quite convincing data and validity of truth. Economists and human potential therapist Renald Kasali (in Jokosusilo, 2008) provides the foundation that we are a program of our teachers, our parents, our friends,

and our environment, once we believe in something will be brought to death. On the basis of the important position the child in the frame socially and environmentally creative character.

Personal Challenges

Apart from internal and external challenges creativity in higher education, personal challenges also have a central message. Personal challenge rather refers to the overall individual education stakeholders who are apathetic towards creativity. Signs and characteristics, namely looking at creativity as an innate talent that not everyone can afford to have it, regarded creativity as a means of damaging the system or existing products; see rationality as the sole problem-solving techniques, afraid to try, fear of rejection, and fear of failure, low curiosity, and learning is limited in the school environment, creativity is perceived as a matter of profit and loss, and right wrong, to have characters that are generally owned by people another; do not have a moment of exploration, and pessimistic about change and progress emerged from him. On the other hand Maslow (1984) said that the creation of mental health (no conflicts psyches) personal, make one's creativity does not appear. In other words, only the free spirit of internal and social depression allowing for individual creativity. For Gie (1996) creativity can arise not only when the disengagement chamber (looseness) there, but also in the inner situation in difficult circumstances or urgency. For *Civitas Academica* in higher education, both within the academic bustle, families, extra-organizations, and additional profession is a causative factor scarcity of creativity in higher education.

SOME THOUGHTS IN DEVELOPING OF HIGHER EDUCATION FOR CREATIVE CHARACTER

The diagnosis of creativity in higher education showed the challenge with characteristic the contradictions and ambivalence at three levels, namely the organizations internal, external, and personal. According to the economist Joseph Schumpeter, all three contribute to the same or a different position within the framework of the creative destruction in higher education. Conditions are even more tragic when the three principal challenges grains stick together to form a cycle. Perhaps this is the main dilemma so many pessimistic in building and developing creativity in educational institutions. Plus cosmetic solution according to the terms Covey is expected to minimize the problem, even adding a complicated and obscure the target object. Nonetheless, optimism and involvement of many parties must be built in order to restore the image of higher education as the formulation of creativity.

Kurt Lewin as the originator of the theory of force field seems relevant to the starting point of creativity problem solving in higher education. According to Lewin (in Covey, 1997) the ideal troubleshooting techniques is to eliminate factors inhibiting and spur the motivating factor. In the context of creativity inhibiting factor is the challenge of internal, external, and personal challenges. How to remove internal barriers factor? First thing to do is leadership and lecturers should eliminate bad habits destroy the creativity of subordinates and students from all sides. Is a powerful method to give a concrete example in the sense of leadership and lecturer in advance to be creative then pass on to subordinates and students. This model of

leadership by Maxwell (2004) interpreted as an influential leadership. At the same time, destructive language usage by the leadership and faculty in language learning interaction is replaced with constructive, positive, and visionary. As the protection strategy, creativity needs to be used as *General Subjects* each course of study, in parallel with other *General Subjects*, such as *Religious Education*, *Pancasila, Indonesian*, and foreign languages. Thus there is space and time for students to get to know the basics and techniques to build personal creativity. Pragmatic value of long term, is expected to minimize the nation's unemployment statistics are getting worse. From the results of the author's observation, unemployment occurs not merely an unbalanced number of jobs the number of job seekers (alumni of institutions of higher education), but also because of the lack of creativity of higher education graduates in looking at business opportunities.

In eliminating external creativity challenges that parents and social environment, parents should continue the natural talent of the child. Einstein (in Staples, 1994: 272) states that every child is born a genius. If the test is typically 2-4 years 95% found to be creative. Having tested at the age of 7 years, only about 5% were still found to be very creative. The task of a parent is to keep the creativity of children aged 2-4 years to finish high school. The strategy is parents should have the parenting knowledge about the education of children with primary focus first 4 years. Physical and mental stimuli, nutrition, and satisfying curiosity into the basics of coaching creativity of children. Bloom (in Dryden and Vos, 2005) revealed that 50% of children the skills acquired first 4 years, and 30% before 18 years. This means that only 20% of them all skill acquired after over 18 years old to adult. Therefore, the role of parents in building intelligence in the first 4 years of age, 5-18 years, and over 18 years is needed as a basis for the establishment of creativity. Continues so at primary school level of creativity can survive, then resumed again at the high school level as a maturation period. This pattern procedure if implemented, then in higher education living development and refinement of high level creativity so that the predicate multi creative. In order to protect creativity and continuity procedures, social climate and social environment must also be controlled from a variety of negative contamination. Schaefer (2000) describes the interaction of climate and conducive social environment in order to build a child's creativity is done by: (1) select the milieu of the child, (2) minimize the punishment, and (3) do not curb child excessively to trial and error something.

Further limiting factor is a personal challenge. Results of personal identification are not creative traits show they essentially do not have a vision and a positive mental attitude. Vacancy vision of making someone does not know to who really want in life and what direction that will be addressed and what device is used to have. While someone who loses a positive mental attitude to see things with a priori negative glasses. Vision and mental attitude to be a reflection of stakeholder's higher education and foundations in developing creativity. In other words, the vision rekindle the spirit of creativity, and a positive mental attitude as lighters and driving. The power of vision and a positive mental attitude can be seen on the autobiography of Bill Gates, long before the crowned as the richest man through his Microsoft. Bill Gates had a vision, "I want to put a computer on every desk and in the space around the world". With a positive mental attitude he is confident that his vision can be realized. The results are already beginning to be proven at this time.

As for the technical in building personal creativity is: (1) give yourself a chance to be creative, (2) provide a fresh input of our thoughts every day, (3) provide a logbook to monitor our thoughts and ideas that emerged, (4) read a lot of books on how to stimulate creativity or follow seminars and trainings of creativity, and (5) give yourself enough time to think calmly (Winardi, 2005: 264; Gie, 1996: 72).

Development of creativity in higher education is a crucial need for balance analytical thinking with creative thinking; left brain and right brain; or subconscious with the conscious mind in learning procession. There is a tendency orientation in higher education rely on analytical thinking, the left brain and the conscious mind are contradictory to the characteristics of creative thinking. Sometimes wild ideas crazy ideas as a feature of creative thinking that comes from learners are considered taboo and harmful educational establishment. Although the two types of thinking each has advantages and disadvantages, but ideally creative thinking should underlying analytical thinking and not vice-versa. When to analytical thinking, conscious, and the left brain dominates a person, it is very difficult to be a master creator. Conversely, if the dominance of creative thinking, right brain and the subconscious mind, it is very easy to penetrate human abstract things especially the empirical. A source of creativity and analytical thinking, there is the right hemisphere of the brain or subconscious mind.

Awards and excessive attention consciously thinking, analytical, and the left hemisphere of the brain as a character academics in higher education it was time left. It is time for the subconscious minds, creative, and the right hemisphere aligned utilization and intensity of development. Leaders and teachers should be wise to not ignore people who often fantazise in the workplace or in the classroom as unproductive or stupid. Many people are fooled and think that the discovery of the most historic ever produced human being born of the subconscious mind or the right hemisphere of the brain. The conscious mind or left hemisphere knitter only a very limited idea, which gives a solution is unconscious brain. Einstein himself admitted that the discovery of the theory of relativity gained extra logic. Psychologist Staples (1994: 95) also admit that the flashes of genius and astonishing new discoveries are formed in the human inner space projected. Therefore, the cooperation between the academic characters of thought characterized by creative thinking is necessary, in harmony and complement each other in finding and solving problems that have been deadlocked due to discrimination both. For example, an author of fiction will gain an understanding of the creative workflow and characterization of the unconscious brain (right hemisphere), but the left hemisphere of the brain must find words and phrases appropriate in describing what the author wants to put forward. An architect uses the subconscious brain to imagine shapes, models, and the relationship between the rooms of a building, but consciously or left hemisphere of the brain must perform mathematical calculations on the weight, measurements, pressure, and the amount of material used.

After the inhibiting factors of creativity removed simultaneously or different, driving factors encouraged or intensified. A variety of ways that can be taken to intensify the driving factors of creativity in higher education including the use of creative techniques based practical. Osborn in Gie (1996: 73) introduces a creative strategy in the form of a checklist question is better known as the checklist method in the form of nine questions, namely: Are

they could be used for other purposes? Is it possible to carry out adjustment or adaptation? Can be modified? Is it possible to conduct enlargement (magnify), made it possible diminution (minify)? Is there any possibility to implement substitution? If other arrangements can be made from existing? Is it possible to reverse? And can something that carried out activities combined. In another part Osborn also introduced creative technique called brainstorming. Technical implementation is dedicated to a problem with problem determination step, a select group of 6 to 12 people, each person gives an idea without there should be no criticism or judgment, will eventually collect as many ideas as possible in a short time. Collection of ideas is then refined and selected the best alternative as result of the integration.

Staples (1994) also introduced a creative technique called method incubator. The process is done by formulating a problem that will be answered clearly by writing just before bed and then took it to bed. The issue submitted to the subconscious and then forget about it, but expect an answer through the night or early in the morning. So no idea emerged, directly written, continues to find the best. Buzan (2001), introduced the technique also creative, but by mapping the mind. This technique utilizes free association as much as possible by creating a decision tree idea. The main idea is placed in the center of the map tree, while additional ideas that are still related written on the branches.

Rather unique method introduced Gordon (in Soehendro, 1996), beginning with a meeting of members who do not know the issues to be discussed, then members of the group react with expressing some ideas. After it developed a concept and it's associated ago disclosed the actual problem that allows members submitted a number of suggestions for implementation as a final suggestion. In addition to these methods are still a great many creative techniques applied in higher education such as free association method, scientific method, value analysis, synthesis, attribute listing, heuristic methods, or methods of force relationship.

Another fundamental things in connection with the development of creativity in higher education is the need to test the level of creativity, both at the organizational level and at the level of individuals. The goal is to know how high the creativity of a person or organization as well as a foundation repair technique or learning creativity is considered less or having problems. Creativity assessment models that assessed many circles as the best tester is a tool developed by the Institute of Personality Assessment and Research Berkeley California, such as the following.

First, unusual uses test, a person is tested by asking presents six ways of use that can be applied to an object, for example a six way out pencil marks. The most bizarre answer given the highest score. Second, consequence test, those who tested were asked to write all sorts of things that might happen, for example, what happens if everyone uses X-ray eyes. It is most unusual to have the highest score. Third, plot titles test, tested candidate was given two short stories and asked to make the title as much as possible. The most interesting title given the highest score. Fourth, ink blot test, the tested person was asked to interpret 10 pieces of ink stains. The answer given was given a certain score by infrequency reaction with reason. Fifth, anagram test, the person concerned was given a term for instance abbreviation, and then asked to create as many words using the word. Answers that show infrequency least

given the highest score. Sixth, Thematic Apperception Test, done by providing a number of pictures and then asked to compose a story about the picture through as many words. Originality get the highest score. Seventh, word re-agreement test, testing is done by giving a list of words that are chosen at random, then asked to compose a story based on those words. Originality test results get the highest score (adapted from Winardi, 2005: 232-233).

CLOSING

Creativity involves projecting the idea of human ability in terms of new or modifications back something old so being new to the various destinations that are able to learn. Linked with the vision of the higher education or education in general purpose, vision and creativity become the main objective. But it only applies to the conceptual nature, because realistically tend inconsistent and even contradictory. The problem lies in the difference in orientation and character of creativity with the reality of education and learning in higher education. This is the main problem of high qualification of the challenge of developing creativity in higher education. Broadly speaking, the toughest challenge facing higher education is an internal challenge in the form of education and learning mechanism. They exalt creativity as a solution to change, but on the other hand the growth of creativity suppressed and destroyed in various ways. The destruction of a continuation of external factors, namely parents and social environment that is less conducive to the development of creativity. It is more complete with the decline of personal character in higher education that anti creativity is hiding behind the fortress status quo.

This creativity complex challenges despite severe treatment needs to be pursued by involving all parties and circles, eliminating the inhibiting factors and intensify supporting factor is the key word. Inhibiting factors can be eliminated by means of: (1) makes creativity as one of the general courses all courses in higher education, (2) the patterns of education and teaching of leadership, faculty, and parents, as well as the social environment needs to be reorganized with the free characteristics of oppression and destruction of creativity, (3) education and teaching systems need to adopt patterns of utilization and training of balance between the left brain/brain conscious and analytical thinking with the right brain/brain subconscious and intuitive imagination, (4) build personal awareness that creativity is not something skills, but rather a set of survival of individuals and organizations; participation in the public good; and contributive form of civilization. On the other hand the driving factor must also be constructed in the form of education and training of creative techniques were tested as a checklist methods, and brainstorming Alex Osborn, Staples incubator technique, Tony Buzan mind map techniques, or creative techniques Gordon and other creative techniques. Some basic thoughts creativity development is expected to be one of the additional inputs in the ice creativity in higher education. Moreover, challenges higher education are currently faced with complex challenges, including a dilemma, paradox, and contradiction with the elements of the organization itself.

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