

## CREATIVITY ON THE STUDENT OF HOMESCHOOLING

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### ABSTRACT

Creativity is a way to improve the potentials of someone in order to find the new solution of his/her problems of life. Homeschooling students always try to improve their potentials. Without the formal education program, the students of homeschooling have the challenge and freedom to express their ideas. Their teachers gives the facilities and guidance for the homeschooling students to develop their potentials in order to be the creative persons. This article was meant to explain the creativity on the student of homeschooling. The result of this study is the significant impact of psychological freedom and secure feeling on the creativity students of homeschooling.

### KEYWORDS

psychological freedom, creativity, homeschooling student.

### Introduction

There are two theories which explain about creativity: nature  $\times$  nurture. According to nature approach, creativity is a matter of genetic inheritance. Someone has the traits of creativity because her / his parents whom creative. But according to nurture approach, creative acts are born of complex interaction among biological, psychological, and social forces. Therefore, the scientist sometime take the two approaches to make the good concept about creativity (Dacey & Lennon, 1999).

Homeschooling is an institution of education for improving the students potentials to get the good future. National Education Department of Indonesia State gives the freedom for private institution to hold the homeschooling. They can make and assembly the curriculum of education for homeschooling. Every institution must consult their policy and their (vision and mission) to the government, in order to get the legalization of their education activity. National Education Department support the private institution to create the innovation of their curriculum which can give the hope of community.

Homeschooling Private Institution is glad to improve their innovation and creativity in the education system. The curriculum of education system of homeschooling can make difference from the formal education system. If in the formal education empower the student to involve in the activity of learning everyday. But in the homeschooling education system, it gives the students to get their competencies through short-course, trainings or seminars.

Parents of the homeschooling student can make the planning for improving their children potentials. They try to support their children to register and involve in short-courses like: music, dance, singing, painting, or foreign languages. Students of the homeschooling program feel the freedom atmosphere to innovate and create their own future through their agenda. They do not only participate in the homeschooling program, but they also involved in the non formal programs to get their competencies and experiences via the short-courses, trainings and workshops. They don't have to go to school everyday, because not everyday the home schooling program hold the activity of learning.

### Creativity Program of Homeschooling

Homeschooling Institution have the freedom to make the creative curriculum which make children can improve their gifts and creativity. Children of homeschooling don't have to do their academic homework, but they must realize that they have to reach the success of their academic. Therefore they developed their awareness to be an independent student who work their tasks of homeschooling program. Beside that, institution support to every of student to do their hobbies, interests, and gifts in order to achieved their good future life. Sometime institution make the program of art. In this program, every student can make their creativity (for examples: photos, paintings, poems) and must be exhibited in the wall of classes. Teachers can evaluate and appreciate their art-work.

## Creativity Condition

According to Carl Rogers (in Utami Munandar, 1997) there are two conditions to create the creativity for student: psychological security and psychological freedom. Psychological security is a psychological condition which make someone to receive and appreciate their potentials both weakness and strength. If teachers and parents give their trust and opportunity to their students; so the students can feel the esteem and they can actualize their potentials and improve their creativity. Student can be the creative person if they feel the freedom to actualize their potentials without the external evaluation. Sometime the evaluation system can effect the distress for student because evaluation tend to see the weakness of student and not see the student's strength. Students also must have the empathy from the external social environment (example: teachers or parents). Teachers or parent must feel like the students feel, or they can see like the students see of something.

## Method

**Participants.** Total of participants in this research are 55 homeschooling student who consist of 30 female and 25 male. The participants were 9<sup>th</sup> grade student from 2 classrooms within one homeschooling. Data were collected in the month of March of 2010. the age of participant ranged from 14 to 16 years with a mean age of 15,3 years. Students who had born in the home in Indonesia.

**Procedure and Measurement.** The participating students completed the research measures in the class-room setting. They must fill a questionnaire of creativity conditions (Based on Rogers Theory) and Verbal Creativity Test (Utami Munandar, 1997).

**Creativity Condition Questionnaire.** A questionnaire of creativity Conditions consist of 2 dimension are psychological security and psychological freedom. Total item of questionnaire are 24 items (for example: I am comfort to do my hobby. My parent support me to improve my gifted; I realize that I am free to actualize my potentials in my life; I am free to reach my ideas and goal of my life in the future. Validity of all of items of the questionnaire of creativity condition were valid ( $r = .345$  to  $.612$ ) and reliable (alpha cronbach,  $\Omega = .672$  to  $.811$ ).

**Verbal Creativity Test.** Verbal Creativity Test was a test which to try to dig the verbal creativity potentials of participants. Verbal Creativity Test consist of 6 dimensions were pre-words (4 items, for example: make the words which begin the fonem of ka-, so-, ti- and pu-), assembly word (4 items), forming a statement (4 items) The same traits (4 items), the various of use (4 items) and what happened (4 items). Total of time for finishing the test of verbal creativity were one hour. According to Utami Munandar (1997) all of verbal creativity test has been tested and has fulfilled the validity and reliability, but she did not write the validity and reliability.

**Analisis Plan.** First, we examined the descriptive statistics of student. Second, we performed a regression analysis for the data of participant. We analyzed the dependent variable: verbal creativity and the independent variables: psychological security and psychological freedom.

## Result

Based on the descriptive statistic, we can know total of data ( $n = 55$ ); and score of minimal of psychological security (57) and maximum (69); mean of psychological security (63.7091) and standard deviation (3.4). Score of minimal of psychological freedom (31) and maximal (44); mean of psychological freedom (37.38); standard deviation (2.78). Score of minimal of verbal creativity (112); score of maximal (150) and mean of Verbal creativity (129.69) and standard deviation (9.18).

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Psychological Security	55	57.00	69.00	63.7091	3.40301
Psychological Freedom	55	31.00	44.00	37.3818	2.77883
Verbal Creativity	55	112.00	150.00	129.6909	9.18306
Valid N (listwise)	55				

## Test of Normality and linearity

We perform the test of normality and linearity of data before test of hypothesis. Based on the test of normality, all of data have fulfilled the normality and linearity.

Tests of Normality

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Psychological Security	.102	55	.200(*)	.952	55	.028
Psychological Freedom	.097	55	.200(*)	.987	55	.827
Verbal Creativity	.068	55	.200(*)	.983	55	.631

\* This is a lower bound of the true significance.

a Lilliefors Significance Correction

Based on the table, we will know the coefficient of Kolmogorov-Smirnov of psychological security (.102; sig = .200\* > .05); psychological freedom (.097 ; sig = .200\* >.05); verbal creativity (.068 ; sig = .983 > .05). All data of every variable were in the normal distribution.

## Test of Linearity Analysis

Goal of the linearity test is to know what is the linearity of variables. We will know the linearity of verbal creativity on the psychological security on the table.

ANOVA Table

				Sum of Squares	df	Mean Square	F	Sig.
Creativity Psychological Security	*	Between Groups	(Combined)	2227.932	12	185.661	3.353	.002
			Linearity	1514.099	1	1514.099	27.342	.000
			Deviation from Linearity	713.832	11	64.894	1.172	.335
	Within Groups		2325.814	42	55.377			
Total			4553.745	54				

Based on the table, we know F coefficient = 1.172 ( and sig=.335 > .05). It's mean the regression of the verbal creativity on psychological security was linear.

We will also know the linearity of verbal creativity on the psychological freedom on the table.

ANOVA Table

				Sum of Squares	df	Mean Square	F	Sig.
Verbal Creativity Psychological Freedom	Between Groups	(Combined)		1517.293	13	116.715	1.576	.132
			Linearity	876.319	1	876.319	11.833	.001
			Deviation from Linearity	640.974	12	53.414	.721	.722
	Within Groups		3036.452	41	74.060			
Total			4553.745	54				

Based on the table, we know F coefficient = .721 ( and sig=.722 > .05). It's mean the regression of the verbal creativity on psychological freedom was linear.

## Hypothesis Test

### Relationship between Psychological Security with Verbal Creativity

Result of regression analysis of verbal creativity on the psychological security.

ANOVA(b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1514.099	1	1514.099	26.400	.000(a)
	Residual	3039.646	53	57.352		
	Total	4553.745	54			

a Predictors: (Constant), Psychological Security

b Dependent Variable: Verbal Creativity

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.558	19.321		1.582	.120
	Psychological Security	1.556	.303	.577	5.138	.000

a Dependent Variable: Verbal Creativity

Based on the regression line, we know  $\hat{Y} = 30.558 + 1.556 X_1$  was significant. If score of psychological security increase 1 unit, so the mean score of verbal creativity increase = 1.556 at constant (30.558). We also know F coefficient (26.400) and sig=.000 < .001. The Ho was rejected and H1 was accepted.

Beside that, We know the correlation analysis between psychological security with verbal creativity.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.577(a)	.332	.320	7.57310

a Predictors: (Constant), Psychological Security

Based on the analysis, we know the correlation coefficient between psychological security with verbal creativity (.577; coefficient t = 5.318; sig = .000 < .05, it's mean significant. There was positive correlation between psychological security with verbal creativity. If the better of psychological security condition, so student would have the higher score of verbal creativity. The determinant coefficient (( $r^2_{y1}$ ) = .320), it's mean that psychological security give the contribution 32 % on the verbal creativity.

## Relationship between Psychological Freedom with Verbal Creativity

We know the result of regression analysis of verbal creativity on the psychological freedom.

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	876.319	1	876.319	12.630	.001(a)
	Residual	3677.426	53	69.385		
	Total	4553.745	54			

a Predictors: (Constant), Psychological Freedom

b Dependent Variable: Verbal Creativity

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	75.499	15.290		4.938	.000
	Psychological Freedom	1.450	.408	.439	3.554	.001

a Dependent Variable: Verbal Creativity

Based on the analysis, we know the regression line of  $\hat{Y} = 75.499 + 1.450 X_2$ . We know F coefficient (12.630) and sign (p-value) = .000. We can conclude that  $H_0$  was rejected and  $H_1$  was accepted. Thus, regression of  $Y = 75.499 + 1.450 X_2$  was very significant. We also know that regression of  $\hat{Y} = 30.558 + 1.556 X_1$  was significant. It's mean that if the score of psychological freedom increase 1 unit, mean of verbal creativity will increase 1.450 at constant (75.499).

We also analyze the correlation between psychological freedom with verbal creativity.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.439(a)	.192	.177	8.32979

a Predictors: (Constant), Psychological Freedom

Based on the analysis, we know the correlation coefficient between psychological freedom with verbal creativity ( $r = .439$ ), t coefficient = 3.554 (sign / p-value = .001 < .05). it's mean significant. We can conclude that there is positive correlation between psychological freedom with verbal creativity. If score of freedom psychological was better (higher), so students of homeschooling has the higher of verbal creativity.

We know the determinant coefficient ( $r^2_{y1}$ ) = .177. its mean that psychological freedom give the contribution of 17.7 % for improving the verbal creativity of homeschooling students.

## Relationship between Psychological Security and Psychological Freedom with the Verbal Creativity of Homeschooling Students

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1783.835	2	891.917	16.744	.000(a)
	Residual	2769.911	52	53.268		
	Total	4553.745	54			

a Predictors: (Constant), Psychological Freedom, Psychological Security

b Dependent Variable: Verbal Creativity

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	14.797	19.894		.744	.460
	Psychological Security	1.296	.314	.480	4.128	.000
	Psychological Freedom	.865	.384	.262	2.250	.029

a Dependent Variable: Verbal Creativity

Based on the table, we know the regression line  $\hat{Y} = 14.797 + 1.296 X_1 + 0.865 X_2$ , F coefficient (16.744) and sig. = .001 < .05;  $H_0$  was rejected and  $H_1$  was accepted. It's mean the regression line was significant. It mean that partially, Psychological security and psychology freedom had impact on the verbal creativity of homeschooling students.

Verbal creativity of homeschooling students would increase (1.296) for increasing psychological security 1 unit. Verbal creativity of homeschooling would increase (.856) for increasing psychological freedom 1 unit.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.626(a)	.392	.368	7.29846

a Predictors: (Constant), Psychological Freedom, Psychological Security

There was relationship between psychological security and psychological freedom with the verbal creativity (multi-coefficient ( $R_{y.12}$ ) = .626. Beside, based on the test of correlation, we found the F coefficient = 16.744 (sign = .00 < .05). It mean, there was positive correlation and significantly the psychological security and psychological freedom with verbal creativity of homeschooling students. We also found that determinant coefficient ( $R^2_{y.12}$ ) = 0,368. It means that psychological security and psychological freedom gave the contribution percentage (36.7 %) on the verbal creativity of homeschooling students. If the homeschooling have the policy to give the psychological security and psychological freedom for students, so the student can improve the verbal creativity.

## Discussion

Homeschooling institution programme can improve the verbal creativity, because institution make the psychological conditions like psychological security and psychological freedom. According to Rogers there are 2 psychological conditions for improving the creativity: psychological security and psychological freedom. If a student has the psychological atmosphere, therefore he/she can improve his/her creativity. Because student feels free to express of his/her idea to create the product of creativity (Utami Munandar, 1997).

According to humanistic theory that creativity is a part of the self-actualization need of every human (Suryabrata, 1982). Someone can improve his/her potentials to make the competencies. He/she can improve his/her intelligence, gifts, interests and hobbies to achieved the good future life. No one who can be barriers for the creative person. The creative person believe the vision to reach and produce the creative product. So, they can work hard and work smart (Hall, Lindzay & Campbell, 1998).

Homeschooling has tried to improve the creative curriculum in order to students of homeschooling can develop their potentials and gifts without forgetting the academic tasks. Homeschooling institution has given the atmosphere of good psychological for every student who will become the creative person (Santrock, 2007). Therefore, this research support the programme of homeschooling which motivate the students to achieved the best creative person in the future. Both psychological security and psychological freedom has been parts of the homeschooling programme. Homeschooling always give the psychological security and psychological freedom for every student to actualize their potentials of creativity.

## Conclusion

We can conclude that psychological security and psychological freedom have the impact to improve the verbal creativity of homeschooling students. Both of variables can effect to develop the verbal creativity. Partially, psychological security can impact to improve the verbal creativity, and psychological freedom can also impact to improve the verbal creativity of homeschooling students.

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