The challenge of developing creativity

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ABSTRACT

The ability of thinking Creativity, change, find and create something. *Term* the world of science and the general public creativity are common terms. Creativity and human life are two different things, but the parcel has an impact and is closely correlated. Life and civilization will stagnate without vacuum and creativity. Creativity always shows up The Rhythm Space and time with proper thinking and human needs.

I. Introduction

When the human desire to want to fly could not remember, the Mongour brothers fled a hot air balloon using human the year 1783 in Paris. One hundred twenty years later the Wright Brothers make a surprise by creating the first aircraft of various types of metals. When the people of the world dominated by domination and the Hobbesian tradition the masterworks of Adam Smith were born *The Wealth of Nation* The year 1776 as its re-embodiment with the paradigm of economic liberalization. When the telephone and the photocopier have created a separate Teresita, the so-called fax machine should be integrated. When pessimism and loss of morale, based on the core values and mediatization of this nation, was a charismatic figure Jansen Sinamo appeared campaigning eight professional work ethic. When the crime is becoming rife, and the State concerned is facing difficulties because of the lack of blame on the law of other countries, so the idea of forming an international security organization, known as Interpol, was born.

Some of these illustrations are a manifestation of a person's creative work. One of the obvious features of creativity is the fruits of thought, and it is illogical. Creativity will not go through the brain or mental-work mechanism, whatever the shape and type. Creativity is also generally non-existent and arises from ordinary people and in the situation and the state of "crisis." What exactly is the nature of creativity and how does its relationship with college? A superficial observation suggests that colleges are organizations from a seedbed and areas of creative production. The truth about this setback needs to pursued because reality shows that outside of the college is quite creative high-frequency. This means that there are contradictions between creativity and that the college claims publicly. Through this paper, the author attempted to approach a linear question of creativity with the college vision continuing with a study about the challenge of creativity at the college. In the final part, there will be a significant number of points in mind Develop College involves creative with starting points and combination approaches.

II. College Creativity and Vision

The term prevailing is the term of creativity in science and the general public. How much it is used in almost all social interactions so that it has become part of life. Creativity and human life are two different things, but the parcel,

so that it affects and correlates closely. Life and civilization will be marling without vacuum and creativity. Creativity is always present and appears in The Rhythm Space and time as adequate thinking and human needs.

What exactly is creativity? In Dictionary of large Indonesian language (aria, 2003:599) Creativity translates: "(1) the ability to create; Creativity, (2) issue of codification; Creativity ". Winardi (2005) restricts creativity as an act of menswear deep into the mind; Linking ideas or things that were previously unrelated. Staples (1994:275) defines creativity as creating something new or setting you back something old in a new way; creativity is 'actualizing human ability, ' actualization eneUnconscious Creative RGi The nature of which you.

Three views on the practitioners At least provide a description and understanding of creativity. However, definition, creativity can be recognized through their characteristics. Individuals or organizations that research, are fond of having a creative curiosity are high, and are looking for a new adaptation of the present. Other features of human creative are: (1) Observing the situations and problems not cared for by others, (2) tending to have many alternatives to a particular subject problem, or (3) often opposing *status quo* and clipped things that hinder the way he thinks, (4) have high flexibility in his mind, (5) have the power of imagination with high use of nature bring unconscious and then make it happen in real copyright.

Based on expert opinion and characteristics, creativity is about starting the work of the brain or the mind (conscious or unconscious)The poured in the form of copyright works. It is necessary, prestige and instinct, or the other motifs, to exist and be present. The thing that stands out is the creativity of the pattern, and the plot moves on or at least changed and differs from its original form if it is about modifying the product. Regarding the type of creativity, Scott (Winardi, 2005:234) shares it into five types, namely innovation, synthesis, extensions, and duplications. Innovation is about inventing new things that did not exist before or in conflict with existing ones. The synthesis consists of a combination of ideas from many different sources and then mixed up, so it becomes another. The extension takes a fundamental innovation and then broadens its benefits as it expands its borders. Duplications related to the fabrication of an idea or product of another person or organization for personal gain or to their organization because it judged favourably.

Based on the manifestation as mentioned earlier, creativity is a people's ability to think about, change, find, and create something. And the process can be: from nothing to be; of obsolete becomes new; than not thinking; From non-affiliated have become involved; incomplete to be complete; o Simple becoming complex/sophisticated; Of interest to be attractive; of monomers are multifunctional; of the smallest the best; Or from the powerless to become more forceful. Being introspective on the meaning of global creativity allows humankind not the over-natural superiority of man's grace can survive and be more meaningful; The Coordinator's life to be more fearless, to weave the potential of humankind; And the solution to life problems is uncertain.

The vision linked to the college or education institution in general, creativity is the most important dimensions in the study of science and technology. Because of the importance, in the article 3 of Sisdiknas Law of the year 2003, he drew up national educational goals that a single target was the creative human form — parallel to the aspect of the learned, Noble, and independent character. The purpose of higher education has always given my creativity as a tool and the aim of achieving quality. Even creativity at the college has its so characteristic and unrestrained proportions to build-copyright-development according to needs. If basic education is an academic recognition step; Secondary education is the maturing of conception, then College is the period of specialization, deepening, and science exploration that the keyword is creativity.

The vision of the college, and creativity, seclusionl associated. There is no vision of a

successful college without the influence of creativity *stakeholder* The college concerned. The vision is to draw questions *where* then creativity is the pull *How*. One shows the direction, one showing the way and the method at one time. This closer connection again emphasized with the college's academic examination of creating thoughts and perceptions — the logic of this statement connected with the divergent and tormented on Tridarma College: Education, Research, and community service To The community.

III. The challenge of creativity in the college

The dynamics of a period of change — sometimes beyond predictions — made many educational institutions adapt to the plight of the changes in the Don. A particular in the college is a no/less creative adaptation to be more creative. Although the classic discourses but at present and so on continue from my parametersAlitas, therefore, requires the major priorities. Pass the college's creativity and biting-hand in hand; relevant to each other. KReativitas is a working brain (mind), and the college is a training center for organizational thinking and innovation. This analog logic drove the conclusion that colleges must have high creativity in line with the college and the college's symbolic structures. Regarding an appropriate concept, yet statistically, factual creativity is still a question. *That being* And *The aim is to do this* diffusive in different appearance and dimensions.

The extent of the gap between creativity and synergy is not impossible. The basis for an existing living road and the introduction of problems and challenges. The last thing to be so particularly unfounded as the base-settlement and Forgrave problem. What challenges exist and how is creativity at the college? Some experts have put forward his ideas, but not necessarily able to wake up to the creativity in college. The solutions proposed do not succeed because the strategy is clever, but it is not a solution so that the complex development challenges and

development Creativity in the college: the almost all-sided challenge to perform with the type of difficulty level, and the complex diplomatic. Seeing the challenge of college creativity internal is not reliable enough, it is necessary to dispose of Multiarah. This fundamental precedent is surely leadership, and he asserted that there is a holistic understanding of need — not in part — in identifying the challenges of creativity in the college.

A. Internal challenges

"There's no creativity in college" is the opening sentence of the internal challenges that identify creativity in the college. If you take a list of courses at the college every Programme of study, None of them provided the creativity. At least Matakuliah, not particularly a problem. The problem is that real creativity not taught at the college, either implicitly or inexplicit. While on the other hand creativity is important in all academic disciplines and practical things of life. There seems to be a need to cross-reference a question of why public courses (MKU) such as Religious Education, Pancasila and citizenship, Indonesian language, and ThreeUnited Kingdom Hasa The course is taught at college and there is no science of creativity. are not all the general courses supported by specialist departments such as PKN, IPA, sociology, etc. Although not on the side of creativity is sustained by certain disciplines, they not taught as Mku. Although it can categorized as part of the craft or technique or skill, it is very partial and tends towards the creative work, not creative thinking.

The lack of creativity in the curriculum of colleges which increasingly exacerbated with the model system of a college education is not conducive. The meaning of creativity appreciated in the college, but at the same time, creativity refused even to turn it off. Much of the college's leadership brings the vision of creativity and directs staff and wants to be creative, but once the college's stakeholders create early creations on the pretext of threatening the established

tradition: even the threatening situation and position and the often-seen chairmanship of self-esteem. Such a condition was translated, by Covey (1997) as a win-lose situation. This means that when they ride or move on, I would fall and beat.

Similarly, educators steer their student to think and act creatively, but the interaction of learning in the seeds of creativity is extinguished, conscious or unconscious. Intentionally or not, those who are fungicides are reoriented and creatively murdered in the process of learning by the educators of intangible personal vision that is empty, the mental aspect of Anti *discovery*Nonmalignant, behavioral, and see only one problem having one solution (Winardi, 2005). The fact stands out as a form of PE-Dead-The creativity of students through a language channel. Statements *' You are foolish,' do not make a mistake once in a while, the view that you are illogical and inaccurate, anything that can proved impossible/implemented, do not take the risk, or self-selection only complicates the easy* Are some of what overwhelms creativity through frame language. Often, the behavior of this educational power does not realize the effect, as if we were forgetting the author of the message *Quantum Teaching* Bobbi De Porter et al. (2004) to speak carefully against the student because it will be stored in the memory and will become the measuring instrument itself while learning. The YE ' stupid ' course word from psychologists (Staples, 1994) When someone is often told to recorded in the memory, and slowly the children will know it like a fool. A plethora of children are discouraged from being active and creative in the surrounding environment.

Other internal challenges of creativity at the college are the KontrAdiksi character and the pattern of thought. Character and the pattern of thinking in the Analytical college or based on scientific research methods in problem-solving. Reasonableness, regularity, discipline, protection of the established tradition of high respect. While the idea of his creativity, order and imaginary discipline, and his Anti-*status quo*. Staples (1994), Gie (1996), Winardi (2005), and Osborn (without a year) set those qualities of creative

thinking in general, in contrast to the mental characteristics of academics who became the pattern of thinking in the college. Creative thinking dominated by the right brain, unconscious brain, lateral, instinctive, departure, and the results cannot predicted. While the academic thought the opposite, the predominance of the left brain, the conscious of the brain, the vertex, the rational, the convergent, and the outcome could predicted. Good creative thinking, as well as academic thinking in the College's Analytical, has its disadvantages and benefits. Both must be put together to complement each other towards perfection and perfection when thinking to a wide range of interests.

B. External challenges

Covey (1997) revealed that many analysts look only at the problem of education as a matter of teacher and student. The external elements of the organization are not too sub-over-funded regarding achieving educational goals. Deviation from the thesis Covey should be viewed with patterns of analog creativity externally when diagnosing the challenges in the college. The external dimensions in question are the parents, the community and the Environment Association. The flow of empirical education and the teaching of practitioners recognize the parents, the community, and the Environment Association, as influential and play an important role in determining the child's pattern, including regarding creativity. How big the impetus is and training parents into the creativity of their children will be a reflection while in secondary school and college. Parents have not generally provided the science *parenting* teaching, tending to end in oppression and the dynamics of creativity, even closing and preventing creativity was first, and most of a high frequency was not made by the *Formal stakeholder* education, but by the Older children.

In any society and the Environment Association undertook to give the country wake up whether or not a person's creativity is. Expression of Wisdom of our predecessors: *You are the ones with whom you socialize and the*

environment that comes Remain relevant retrospectively as a foundation of creativity education. The more we leave our place and in the creative community environment, sooner or later the spark of creativity is going to do our job. Despite the artificial appearance, the data and facts of the thesis are quite convinced of the authenticity of its rigors. Economic experts and human potential Terafis Renald Kasali (In Jokosusilo, 2008) Provide a basic foothold that we are programmes by our teachers, our parents, our friends, and our environment, once we believe that something will be brought to death. By that, the child's important to a position in the frame of the society and a reserved character.

C. Personal challenges

Despite the internal and external challenges, the creativity in the college, a personal challenge also sends a central message. A more personal challenge refers to the apathy of an individual's general educational stakeholders towards creativity. Signs and its character, which looked at creativity as indigenous talent that not everyone can afford to have, consider creativity as a means of harming the existing system or products; See rationality as the only solution to solving engineering problems, fear of attempts, fear of rejection, fear of failure, and curiosity. Learning only a little in the school environment, that creativity is seen as a matter of profit and loss, and that correct , having a KarakteR is less common Do not undergo horrific checks and pessimism for changes and progress that have arisen. On the other hand, Maslow (1984) states do not create mental health (conflicted Psikau) personal, making one's creativity not appear. In other words, only the soul free from internal and social depression allowed the birth of the individual's creativity. For the Gie (1996) Creativity can appear only when the room is not The looseness also in the internal situation in the event of difficulty or despair. About Civitas Academica in college, the multitude of good academics regarding scope, families, institutions,

and professions, added is a factor causing creativity at the college Langkanya.

IV.   There are several points in my mind creative character of the college

The results of the diagnosis of creativity at the college saw the challenge with the characteristics of Keterkepungan contradictions and ambiguity at the three levels, i.e., the internal, external, and personal organization. Each one contributed with the same job or different position to destroy creativity *(creative destruction)*— to borrow economists of the season, Joseph Schumpeter — at college. These condition is once more tragic when the third major in grain is a United states challenge forming a ring. That may be the dilemma of many great pessimists in developing creativity in annihilationism Education. Along with more cosmetic solutions according to the term Covey is expected to reduce the issue, rather add to what is complex and convoluted the target object. Nevertheless, the optimism and contribution of many parties must be built to restore the image of the college as the Penggodokan creativity.

Kurt Lewin, as one of the visionary strengths of field theory, seems to be a relevant starting point for solving college problems. According to Lewin (Covey, 1997), The ideal problem-solving technique is to remove a barrier factor and trigger the driving factor. In the context of of-of Factors that constrain creativity is a challenge regarding internal, external and personal challenges. How do I remove the internal barrier? First of all to make Leadership and educational personnel Eliminate the bad practice of destroying creativity and students from all sub-institutions. His approach is to give a powerful role model Specifically In the sense of leading personnel and education personnel in advance who should be creative then transfer to subordinates and students. This model of leadership by Maxwell (2004) is the leadership of the influential. At the same time, the use of

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destructive language by leadership and energy education in the learning interactions will be replaced by a constructive, positive and vibrancy medium As a defense strategy, creativity as a general subject (MKU) needs to make in all Programme. of studyMku, parallel to the other, as Religious Education, Meanwhile, the Indonesian language, and foreign languages. So there is time and space for students to get to know the basics and techniques to foster personal creativity. There is a pragmatic long-term value, and it expected that it would reduce the nation's worsening unemployment statistics. From the author's observations, unemployment does not occur not only regarding the number of jobs hired by the number of job-seekers (former students of a higher education institution) but also because of a lack of creativity in college alumni See business opportunities.

In an external i.e., creativity challenges parents and a social environment, if people Perpetuate the child's old natural talent. Einstein (in Staples, 1994:272) states that every child is born into a genius. If the 2-4 tested in 95% often held creatively. After being tested at age seven a little about the 5% is still taken very creatively. The task of a parent is to maintain the creativity of children aged 2-4 years until they graduate from secondary school. Its strategy must be science- *parenting* For the children's education with the main focus being on the first four years: physical and mental stimuli, improved nutrition, and curiosity to the basics of encouraging children's creativity. Bloom (in Dryden and Vos, 2005) revealed that 50% of the virologists had the first four years, and 30% before the age of 18. This means that only 20% of all the skills gained left Aged over 18 to adulthood. Therefore, the person's role Parents in the development of intelligence at the age of 4 first, ages 5 – 18, and urgent need over the age of 18 as a basis for forming creativity. Continue therefore at a level at which the creativity of primary schools can survive, and then resume at the secondary school level, the maturation period. This pattern of procedure when it is put in place, then in a living development in the college and refining a high level of creativity so that it evokes the maker of

the work creatively to protect creativity and continuity, guidelines for climate and social environment must also manage from a variety of contamination negatively. Schaefer (2001The climate of society and describe) the social environment conducive to building children's creativity is made using: (1) Choosing the Environmental Guidelines for children, (2) reducing the award of the penalty, (3) not restraining an excessive child To *trial and error* Something.

The factors that limit the personal challenge are next. The consequences of identifying personal characteristics as creative necessities do not show that they have a positive vision and mental attitude. A blank look makes a person not knowing who they want in life and where the instruction goes to the proposed device and what to wear someone who lost a positive mental attitude looked at everything with the negative at the priory in glasses. Vision and thinking attitude *stakeholder* The college became reflective and creative in building a foundation. In other words, the creative spirit inflamed the Visilah and the positive mental aspect as underoos and their motive. The force of attitude and positive mental vision can seen in an autobiography, long before Bill Gates named as the richest man through Microsoft. Bill Gates had a vision *"I want to bring a computer to every desk and the space around the world."* With a positive mental attitude, he convinced that his vision could be realized. The outcome can be test to date.

From the point of view of the technical construction, personal creativity is as follows: (1) Giving yourself an opportunity to be creative, (2) providing the fresh input of our minds every day, (3) providing a daily logbook monitor our thoughts and ideas that appeared, (4) Perbanyaklah read books about how to stimulate creativity or follow up seminars and training-training the creativity, (5), giving yourself plenty of time to think quietly (Winardi, 2005:264; GIE, 1996:72).

The development of the Creativity is essential in the college is the need to balance

Analitikian thinking with creative thinking; Left and right brains; Or the subconscious mind with the conscious mind in a march of learning. There is a tendency to orienteering education in the college from Analytical thinking, depending on the left brain, and the conscious mind the contradiction with the characteristics of creative thinking. Occasionally wild ideas or crazy ideas *(crazy ideas)* As the characteristics of creative thinking that come from learners consider taboo and are dangerous to Kemapanan education. While these two types of thinking have pros and cons, but ideally the creative mind should base the Analytical on the mind, not qualifying otherwise. When Analytical would think, consciously, and leave the brain to dominate itself, then it is very difficult to be a transtensional creature. Conversely, if the predominance of the right brain, creative thinking, and unconscious thinking, then people are rolling out abstract things very easily far less empiricism. A source of creativity and thinking, Analytical is on the right hemisphere paralysis or unconscious thought.

Excessive rewards and attention are consciously conscious, Analytical, and the left hemisphere of the brain as the character of academics at the college it's time to come. It is time for the subconscious, creative and hemismementalism of the right paralysis to compare the use and intensity of its development. Educational leaders and personnel should be wiser not to overlook people who are often fascist at work or in the classroom because people are neither productive nor stupid. Many people are deceived and think that most historical discoveries have ever produced human beings born of the unconscious or the right hemisphere of the brain. Conscious or left hemisphere only a very limited idea of knitting, The answer is to give the subconscious the brain. Einstein himself acknowledged that the discovery of Relativitasnya theory was take on additional logic. The psychologists in Staples (1994:95) also recognize that the flashing of genius and remarkable discoveries were form in the projected inner area. Therefore, cooperation

between the academic feature of thinking with creative minds is very necessary, compatible and complementary in finding problems that had experienced great disagreement due to discrimination Both of them. For example, a fictional writer will draw a creative drawing and understanding of the vowel and style characters from the subconscious brain/right hemisphere of the brain, but the left hemisphere has had to find words and phrases appropriate in the render. Wish to put the author forward. An architect using the subconscious brain to visualize forms, an Antarruangan model, and a building relationship, but a conscious brain or the left hemisphere must work the mathematical calculations on weights, measurements, weights, and the amount of material Use.

After the factors limiting creativity, delete At the same time or differently, FThe driving actors are encouraged or intensified — various ways that can be taken to deepen the factor motivating creativity in the college, including the use of practical techniques based on creative techniques. Osborn in the Genie (1996:73) presented the creative strategy in the form of questions *ceklist* Better known as the *checklist method* In the form of nine questions, namely: can it be used for other purposes? Is there any possibility of making adjustments or conversions? Able to make adjustments? Is there any possibility of maintaining an enlargement *(magnify)*, could it be made a reduction *(minify)?* Is there any possibility of doing so? If other arrangements can made from the present one? Is there any possibility of overturning? And something that practiced the activity combinations can. In other parts of Osborn also introduced a creative technique called concordant tips *(brainstorming)*. Technical action on a problem is allocated in determining the problem, selecting the group of six to 12 people, each person gave the idea without being criticism or opinion, ultimately ideas are collected as much as possible in the period Short. A collection of ideas is then refined and chosen as the most desirable choice as a result of the combination.

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Staples (1994) also introduced a creative technique known as the method of hatching. The process is carried out by making the problem clear by writing it right before bed and then taking it to bed. The question put on the subconscious then forgets it but expects a solution all night or early in the morning. So any ideas that come up, written directly, continue to be found the best. Suo (2001), introducing a creative technique, but also by mapping the mind. This technique uses most free connection by making a decision-tree idea. The main idea is set in the center of the tree, while there are additional ideas that are still worrying Written on Twig.

A somewhat unique approach introduced Gordon (in Soehendro, 1996). Starting with the meeting of the Members who do not know that the matter will be discussed, and then the group reacts with Mengekspresi some ideas. Once it had developed a concept and what associated with it, the real problem that allowed members to propose some suggestions for action revealed as a final suggestion. In addition to these methods, a great deal of creative technique still use in a way such as Coleg *free association, scientific method, value analysis, synthesis, attribute listing,* methode *heuristic, or methode force relationship.*

Another fundamental thing in connection with The development of Creativity at the college was the need to test the level of creativity, at the institutional level as well as at the individual level. The goal of knowing how high the creativity of a person or organization is at the same time as the base-repairing or creativity-learning techniques is less appreciated or has limitations. A creativity-assessment model has judged as the best tester many circles are a tool developed by *The Institute of Personality Assessment and Research Berkeley California*, such as the following.

First, uncommon use of the test *(unusual uses test),* is tested by requesting the introduction of six uses that can used on an object, for example, six ways of disposing of pencil writing — the most amazing answer given the highest score. *Two*, Impact testing *(consequence test),* The person who has been test is asked to write down all sorts of things that might happen, for example, what happens if everyone uses the X-ray eye. The most unusual thing has the highest score. *Third*The title story, the test *(plot titles test)*Tested, the candidate is given two short stories and asked to make headlines as much as possible. The highest ranking is given to the most interesting titles. *The fourth* link stain, test, the tested person is asked to interpret the 10-piece staple stain. The solution is given a score according to the non-stop reaction in the most tentative manner together with the reason. *The fifth*, anagram test *(anagram test)* That the person in question is given a term such as (the acronym), then he is asked to create so many words that use that word. The maximum score was given to the solution indicating the least defect. *The sixth*Thematic APERSEPSI test, *(thematic apperception test)* done by providing some images and then asked to produce the picture's stories through the words as much as possible. Originality gets the highest score: t*he seventh*Reordering of tests, Words *(word agreement test)*. These tests are done by giving a list of words that chosen randomly; then they are asked to construct a story based on those words — highest rated originality test results (adoption from Winardi, 2005: 232-233).

V. Concluded

Creativity comes to a campaThe human Mpuan project the idea of a new part or the adaptation by something long and be new to the various purposes for which nature can be learned. Te linked to the college's vision or educational purposes in general; creativity becomes both vision and goals. But it applies only to natural conceptualized, as it is likely to be contradictory even when it is realistic. The problem lies in the difference in orientation and the character of creativity with the realities of college education and learning. These became a major problem for the high challenge expands a Creativity at college. In general, the most difficult challenge

facing the college is an internal challenge in the form of educational approaches and learning mechanisms. They choose creativity as a solution changes, but on the other hand, the growing surge of creativity is suppressed and destroyed with a variety of means. It is the devastation as a continuation of the external factors, i.e., the elderly and the social environment less conducive to the development of creativity. It is the most complete with a fall in a personal chance at the college Antikreativitas who take refuge behind the Pretorius *status quo*.

The complex challenges of this creativity need to try despite the pressure by involving all parties and circles, removing the limiting factors and intensifying the supporting factor is the keyword. A factual deterrent can be unachievable by means of (1) making creativity as one of the entire public Matuliah Programme of study In college, (2) there is a need to reorganise the patterns of education and teaching of leadership, educators, and parents, as well as the social environment without oppression and the destruction of creativity, (3) education systems and the need for teaching Adherence to a pattern of training and the use of a balance between left/brain consciousness and Analytical thinking with the subconscious imagination of the brain/brain and intuitive Instinct, (3) fostering awareness of personal skills for which creativity is not something, But rather a set of individuals and institutions surviving; Participation in the public interest; Konhistif form and against civilisation. On the other hand, the driving factor in the form of education and training on creative techniques tested should also built as *checklist methods*Brainstorming, and Alex Osborn, technical incubator staples, the Mindmap technique Tony Buz Monday, at Gordon's creative techniques as well as Other creative techniques. Several points of mind The development of the Creativity is expected to be one of the additional input in the midst of the ice's creativity in the college. Further, the college's current challenge faced complex challenges, including Clematis, paradoxes, and Kontiki with elements of the organization itself.

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