

Developing And Enhancing Creativity

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Abstract. *Many people assumed that creativity is a very important thing in this life. It is ironic, until now there are not some serious efforts and systematically in developing and enhancing creativity especially for children and adolescents. This article aims to discussing about what is creativity and its values in successful and life, creative processes, the creative spirit under C.O.R.E. concept, and the strategies in developing creativity. There are some strategies in enhancing creativity. General strategies include: modeling, create a connstructive environment, play and humor, traveling and reading. Special strategies include: brainstorming, transformative thinking, reverse thinking, forced connection, and practicing self-made tasks and solving the real problems..*

Keywords : *creativity, CORE spirit, idea generation strategy*

Intisari. Banyak orang menganggap bahkan mempercayai bahwa kreativitas itu sangat penting bagi kehidupan. Ironisnya, sampai sekarang belum nampak usaha-usaha secara sengaja, bersungguh-sungguh dan sistematis menuju ke sana terutama bagi anak-anak dan remaja. Tulisan ini bermaksud untuk membahas tentang nilai kreativitas bagi kesuksesan dan kehidupan, proses kreatif, konsep tentang semangat kreatif yang disebut C.O.R.E dan strategi untuk pengembangannya. Adapun sejumlah strategi untuk meningkatkan kreativitas antara lain: umum adalah model, menciptakan lingkungan yang kondusif, permainan dan humor, dan melakukan perjalanan. Sementara itu, strategi khusus antara lain meliputi: curah pendapat, berpikir transformatif, membuat hubungan yang dipaksakan dan berlatih membuat tugas sendiri dan memecahkan nyata,

Kata kunci : kreativitas, semangat CORE, teknik menghasilkan gagasan

Introduction

Many people among us wish to be more creative, including the hope that our children and adolescents would become creative people later. For example, we may dream of someday inventing an amazing new product and technology, directing a movie, writing a popular song, or painting a masterpiece. We may envision ourselves as great political leaders that solving social problems, renowned business leaders brilliantly running successful company, or respected humanitarians bringing new ideas and peace to the world. Also, as parents or teachers we may hope that we can educate and bring our children, adolescents or students to be more creative (Ayan, 1997).

The good news is that developing and enhancing creativity is truly possible (not impossible) for every individual. Whatever an

individual's educational background or experience being lived creative, he or she can achieve what was far behind the dream and imagination. Someone can win Academy Award in films or music, write a best-selling book, discover a new drug, or develop a new theory. Also, someone may associate creativity with the improvement of work processes in the workplace, developing a hobby for him-self or her-self, or incorporate into creative spirit in people's lives around.

We must believe that creativity exists in this life. Living with a creative spirit will make life of a person lived to be more enjoyable or fun, and provide plenty of inspiration than the life that is filled with monotony and routine activity. Creativity will make someone understands and appreciates new ideas, different people, and the world at large. In other words, creativity will make

someone feels the real life. Furthermore, De Bono (1992) argues that creativity is actually a very cheap way to make one's own assets (knowledge, materials, opportunities, thoughts, and physical force) have added value which is very meaningful. In fact, with a little touch of creativity, the goods are dumped in the trash, such as tin and cans, can be converted into children's toys sold in the market.

Entering the 21st century, creativity is one of the most important strategies, both for individuals and businesses, in order to survive and succeed. Because, the world is now increasingly complex by the day-and-day, and social issues become more difficult to solve. What is faced by a world that is so complex and multidimensional problem solving requires a creative solution, and can not be solved by old ways even though it was proven successful in the past. A fight among high school students, street crimes, abuse drugs, sexual abuse, terrorism, public health was getting worse due to pollution, friendship and kinship ties more tenuous, and world peace is threatened. In the business world, as well as the need for creative thinking is now a very crucial after seeing that the traditional ways in running the company proved a failure. By increasing global competition and the consumer is getting smarter, so it requires new ways in making products, providing customer services, managing business and marketing (Ayan, 1997; De Bono, 1992; Evans, 1995; Suharnan, 1997, 2000b).

After discussing how important creativity in our life especially in the future, then one of the great services or a noble charity for parents, teachers, and leaders is producing a generation of children and youth who have creative potentials and more passion for the creative works in their lives later.

Creativity

Creativity or creative thinking can be defined as the process of thinking in generating new ideas and useful, or can be applied (Suharnan, 2011). The new ideas do not have to be something that has never existed at all, but it may be an amalgamation of ideas and concepts that have long existed. In otherwards,

a product as creative when it is (a) novel and (b) appropriate or useful. This two elements are necessary for creativity. Evans (1991) defined creativity is the ability to discover new relationships, to look at subjects from new perspectives, and to form new combinations from two or more concepts already in mind. In addition, a new idea can also be considered to be subjective as psychological perspective, a new meaning for the person concerned only. For example, when someone managed to solve everyday problems being faced in ways that have never done before, it has resulted in creativity. The more often a person does such a thing, the more creative though often done in a tight squeeze. Also, a new idea can be considered in the cultural perspective, because the idea has never been encountered in society and environment (Anderson, 1980).

Sense notion that an idea is useful cover generated may provide benefits for themselves and others or the environment (direct or indirect, short or long term), for example, improve the quality of life and solving personal problems, or community environment. Meanwhile, the creativity is not just a notion that is in one's imagination, but also must be seen or felt by others (tangible product), such as poetry and songs, paintings, and computer equipment. In addition, new ideas generated can also be practiced or implemented into real life. For example, a person produces not only a new design of house, but also it can be realized in a real building. Thus, the process of creativity can be started from such dreams, daydreams, and fantasy (imagination), then realized that ended in a real work such as solving problem (reality orientation).

Based on the definitions of creativity then we infer two essential things. *First*, the products of creative behavior, such as inventions, theories, literatures, music, art, algorithms, and models, must be novel or unusual. *Second*, the process of creative behavior, which involves thinking, learning, knowledge, and motivations. In other words. creativity not only come from inspiration, but also hard work and labor or perspiration.

Stages of Creative Thinking

In Wallas's model (in Ayan, 1997; Grossman and Wiseman, 1993; Suharnan, 2011) it is proposed that creative processes consists of four-stages as following.

Preparation. In the preparation stage, your mind collects information and data that serve as background or research for creative issue you are working on. Your entire education, general background, and life experience contribute to your preparation to creativity. The broader and diverse your experiences, the more prepared you are to meet creative challenges.

Preparation refers to task oriented stage in which you do specific research on your project through reading, interviewing people, traveling, or other activities to help you gather facts, ideas, and opinions.

Incubation. The incubation stage is commonly known as the time-out phase, the period when you store information you have gathered and cease to focus on it or consciously about it. Although it feels like you are wasting time or even shirking the hard part of the creative process, but this phase is crucial. During this apparent downtime, your unconscious mind takes over the information, caring for it in ways that the term incubation suggests.

It is often said that the key function of the unconscious mind during this period is connecting ideas. Creativity is the result of your mind's ability to link ideas, producing something new and different. In connecting ideas, the mind is actually performing a variety of processes, including juxtaposing, blending, funneling, and imagining.

Illumination. The illumination stage is best known as the "EUREKA" or "AHA"! experience. It is the moment of inspiration when, seemingly out of nowhere, a new idea surfaces in your mind to answer the creative challenge you have faced.

Oddly enough, illumination often occurs when you are doing something quite unrelated to your creative work, such as showering, driving, staring into space, watching television, or listening to music. Illumination is the point at which new ideas

pass from the unconscious to the conscious mind, and that it is most readily reached by being relaxed and unstressed.

Verification. The verification stage including implementation, because this is the point at which you give form to your new idea to make sure it works. In the verification stage, some ideas come to fruition very quickly, while other take months or years.

You can have one of two experiences in this stage. In some cases, the new ideas you receive in illumination stage are so perfect that you can implement them exactly as you conceived them. Some people refer to this kind of experience as channeling: you frantically write, draft, sing, or do whatever your mind tells you. Such experiences are indicative of flow state of mind mentioned earlier, those moments when you are able seamlessly to transpose thought to action.

CORE Spirit

After briefly understanding creativity, the creative process actually can take place not only involve certain components of thought such as divergent thinking or lateral thinking, but also the components of motivation, personality characteristics, and even one's environment (Suharnan, 2000a, 20011). Sternberg and Lubart (1995) argued that cognitive processes may be sufficient for a person to be creative once or twice, at once stage of life or another. But there are not sufficient for a person to be creative over a life time, or even any extended period of time. So, synergies or a combination of those all components will become a person produces creative works throughout in his or her life. People like this have a creative lifestyle, which is commonly known to have a creative spirit.

According to the theory developed by Jordan Ayan (1997), the creative spirit involved four fundamental elements as known as C.O.R.E. qualities, means Curiosity, Openness to experience, Risk tolerance, and Energy. The more broadly four areas (see figure 1), the more wide open for someone bring creativity into his or her life. Conversely, the more narrow the four areas, the more difficult for someone to be creative. Based on

this theory than Suharnan (2002) developed C.O.R.E. scale for measuring one' creative potential in a personality approach.

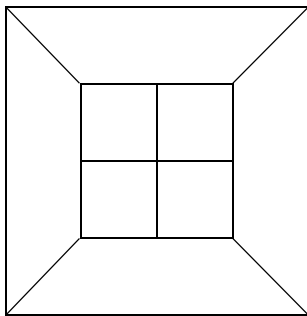


Figure 1. Four dimensions of the creative spirit

The creative spirit. Creativity must ultimately arise from the unique blend of personality traits and intelligences. To learn how to enhance and expand your creativity, you need to begin nourishing and developing your own creative spirit.

What is meant by the term of creative spirit? We have already seen that creativity is not solely a function of intellectual ability or a specific skill such as musical or athletic aptitude. But is not to say that the creative spirit cannot be defined quantified or nourished

The combination of these four characteristics will lead to creativity, a process of thinking that generates new ideas or thoughts that are useful. If someone does not have all four characteristics in balance, then it may be difficult to act and produce creative works, especially monumental products, such as new discoveries which *shocking* the world. Thus, even though the person has had a creative potential, namely a high curiosity (the willingness to quest everything in the environment, exploring, and experimenting), but he or she was not open to new knowledge, information and experiences, afraid to accept the risks even at the level of the reasonable (sensible risk), and does not have the energy fit, both physically and mentally, it's hard for people to generate creative ideas, especially those that can enrich the cultural treasures of the community that already exists (Kaufman, Baer, & Cole, 2009).

Strategies for Enhancing Creativity

Sternberg and Lubart (1997) assumed people are not born creative, rather creativity can be developed. We can choose to live creatively. Also, De Bono (1992) assumed that creativity can be learned. Based on the opinions of two theorists we believe that creativity can be developed for everyone both children, adolescents and adults.

Based on the C.O.R.E. framework developed by Ayan (1995) and the componential theory of creativity developed by Suharnan (2000a), a number of strategies to develop and foster creativity can be proposed. So, when we hope that our children and adolescence would become the people who are more creative, then we must use some strategies to expand the four areas simultaneously and balance, namely the curiosity, openness to experiences, ability to accept the risks, and physical and mental energy. Thus, there is no single strategy that can guarantee a person to be creative, but it takes a number of strategies at once so as to reach optimal development and expansion of this region with four balanced as the capital of creativity.

The strategies can be grouped broadly in two categories: general strategies and specific ones. General strategies, we mean as providing activities and atmospheres for children and adolescence or students that relevant to creativity. Specific strategies, we mean as providing tasks for them to think and generate new ideas, and finally they achieve skillful in creative thinking (Suharnan, 2002a, 2011).

General Strategies

Presenting creative people as models.

In the lives of our children and adolescents, we should often present directly or indirectly, the people come from the creative community who have achieved success in their career and life. Events such as this will stimulate them to learn or imitate by observing the thoughts and behaviors of creative people that being model. Inviting people come from the creative community is actually the most inexpensive and effective as

a creative example that emerged from among the teachers, parents, and adults who are in an environment that is very close to the children and adolescents. In other words, if teachers and parents want the kids are more creative, then that should be creative in advance (at least be creative) is a teacher and parents themselves. Positive attitude towards the teacher or parent activities and creative work is a reward for the children and adolescents to respond to something creatively.

Create the constructive Environment

First, setting the home environment, school, and learning space can affect children's creativity and adolescent's. For examples, harmonious arrangement of layout of furniture, equipment of work study, art objects, lights a torch, or the incoming sunlight, ventilation, and the color of the walls, all these can affect thoughts, feelings, and a certain atmosphere for the children "Aha". In other words, all of those can facilitate the birth of children's inspiration and imagination. For example, the arrangement of color, the book Peak Learning, Ron Groos (in Ayan, 1997) suggested the use of combinations of colors in a work space to evoke the mood as follows.

Energetic: orange/white, yellow/green, green/ purple, gray/red, blue/orange.

Dynamic: red/orange, orange/blue, black/yellow, black/red, black/orange.

Fresh: yellow/green, blue/gray, blue/white, green/light green, green/white.

Secondly, to provide dedicated space for learning, workshops, and space to play (at home or school) along with adequate facilities. It can stimulate and provide opportunities for children and adolescents to do their activities and complete the learning tasks are freely and funny. In addition, the provision of dedicated space and facilities will enable them to express thoughts and feelings freely without being disturbed.

Traveling

Traveling is one of the best ways to help children and adolescents find interesting ideas and gain new inspirations after they do learning activities in long period that consume

a lot of thought and energy. The traveling is not only able to restore power and mind refreshed and learning activities with gusto, but also, by traveling to the important places and interesting then children may gain good inspirations and more understanding of life and their career later.

For example, as parents and teachers, we can schedule on weekends and school holidays to go with our family or students to places of recreation (beaches, mountains, games and shopping center), visiting historic museums, art galleries or theaters, mosques and tombs of saints, or other places that are still foreign, including overseas. To add to the benefits of traveling, after the return we can discuss with them about what are importants and has seen and experienced during travel, such as weather, visitors, accommodation, things that are in there, and cultural traditions of the surrounding community.

Play and Humor

Almost every expert believes that creativity and humor are closely related. Intellectual playfulness may be important ways to help one finds creative ideas. In the play, a child will feel free to express spontaneously without fear of failure, gain perspective that is often wild and far from reality. This certainly can stimulate the emergence of original ideas or extraordinary. Playfulness and humor include: kids of the game, sport game, solve a crossword puzzle or brain teaser, jock with friends or family, riddle, comedy, and play a role.

Unfortunately, the opportunity to do activities such as play and humor for children and young adults are more reduced or limited in line with the demands of modern life that tends to serious and product-oriented. For example, children are required to do more and more in learning in order to get excellent achievements in school, rather than we stimulate them to do intellectual playfulness and game.

Reading

Reading is an effective way to find important ideas. By reading a wide range of

books, then our children and adolescents will have a variety of useful information for the expansion of horizons, and they can learn about the mind of the writer. In addition, often while reading or as soon as reading is over they have a desire to initiate a plan, or bring up a certain way to solve an unsolved problem. Teachers and parents have to stimulate the desire for children and adolescents interested in reading of various important books (such as books on the history of famous people, the latest bestsellers, novels, fictional story), scientific journals, popular magazines, and newspapers. Also important, is following the current events, including news about important events, religious lectures, and discussions on TV (e.g. debate, dialogue, and surgical business).

Specific Strategies

Power Thinking

Power the mind is a set of **convergent thinking** strategies that can help children and adolescents from having no idea at all to the acquisition of new ideas within a relatively short time. Some of the power thinking techniques emphasis on divergent thinking, namely the search for ideas as much as possible (quantity) rather than the acquisition of a best idea (quality). This strategy is often referred to as creative thinking skills, as it will result in the children or adolescents become skilled in discovering and generating ideas.

Among a number of techniques used in the power thinking is *first*, **brain storming**. If two or more people involved in looking for ideas, or solving a problem, then everyone can put forward ideas as much as possible for an issue with no appraisal at all of the other party.

Second, **transformative thinking**, is a form of gymnastics of the mind (mental aerobic) that can help children or adolescents do a search to obtain an idea of the development of completely new ideas. For example, make a short D4 arbitrarily be "daddy does double demands", and "KISS" as "keep it short and simple" (in communication).

Third, **forced connection**; train children to connect the two things (words, objects, and situations) that initially they seem

unrelated (Grossman and Wiseman, 1993). For example, connecting travel with the graves of the wali, a cemetery tour; numbers many thousand and a group of islands thousand islands; connecting wall clock with a clock on the wall.

Fourth, **reverse thinking**, a way of looking at the object or situation from the opposite viewpoint. For example, police traffic control, police set up traffic behind, walking forward is reversed into the backward; seriously is reversed as a relaxed atmosphere; young people to be making out behind the quarrel; customer is king, the king turned to the seller. With practice flipping through the atmosphere of a situation or object, a child will gain an understanding different from that if followed can often generate new ideas about the situation that may never have considered before.

Practicing self-made tasks and solving the real problems

Most tasks in the school are ready to be made by teachers, not students make their own works. Consequently, the students likely to passive and reactive in thinking rather than active and creative. In order for creativity to flourish, students must often be given assignments and tasks to create something. For example, write a letter and fictional stories, compose songs, poems and poetry; create puzzles, design a product, make a plan of activities in school, and handle project tasks. Besides that, they are often given the tasks of solving real problems, either individually or in groups. In this case, the emphasis is not solely resulting in solving problems, but rather on the process of finding a way out, so the students gain practices or experiences in thinking creatively, use of physical energy and mental for a certain period, even how they face the risk of failing to find a way out of the problem (Grossman and Wiseman, 1993; Hester at all, 2012)

Isaksen and Parnes (1985) propose some assumptions appropriate for creative learning: The student should go to school to acquire skill that enable him or he to continue learning to deal with unknown, unpredicted

events and challenges. Rote learning will not help us to solve the problems that we will face in the future. The best way to attain knowledge is through active learning, experiential in setting meaningful to the individual, such as case study and capstone experiences. Education is not simply a preparation for life; it must be continually developed.

In sum. The future life is increasingly complex and more competitive, and to live it successfully every individual is required to be more creative. Creativity means the thinking ability to generating new ideas and useful. Therefore, a great effort and fundamental task for parents and teachers is how to produce the next generation as people who have the creative spirit in their live. As preparation for the children and adolescents to have a creative spirit under C.O.R.E. concept are enhancing

their curiosity, openness to new knowledge and experiences, risk tolerance--the ability to accept the sensible risk, and the last, energy of both physical and mental. Various strategies can be pursued to developing and fostering the creative spirit of our children and adolescents. General strategies: presenting creative persons as models, create the constructive environment, traveling to important places and interests, encouraging them to reading various books, magazines and newspapers. Also, creating playfulness situations and humor, making self-tasks and solving the real problems. Specific strategies: power thinking, brainstorming, reverse thinking, forced connection, giving them the tasks of producing something, dismantling of electronic goods or toys, and solving the real problems based on children's ability and adolescents'.

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