

Adaptation of the Creative Development Theory in Developing Creativity Among Year 1 Students

*Adaptasi Teori Pembangunan Kreatif dalam Membangun Kreativiti
dalam Kalangan Pelajar Tahun 1*

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Abstrak

Pada peringkat awal kajian didapati pelajar Tahun 1 lebih suka meniru daripada berfikir dan menghasilkan idea mereka sendiri. Kajian ini bertujuan membina Tugas Seni Kreatif untuk menjana idea kreatif dalam mata pelajaran Dunia Seni Visual dalam kalangan pelajar Tahun 1. Tugas Seni Kreatif telah dibangunkan berdasarkan Tahap Pembangunan Kreatif oleh Viktor Lowenfeld (1975) sebagai latihan pengajaran untuk meningkatkan kreativiti pelajar. Kajian ini juga mengiktiraf kegunaan Tugas Seni Kreatif sebagai latihan kreatif dalam mata pelajaran Dunia Seni Visual. Ujian pra dan pasca dijalankan untuk melihat sejauh mana tahap kreativiti pelajar berdasarkan Tugas Seni Kreatif dan penyelidikan tinjauan deskriptif digunakan untuk mengumpulkan data kebolegunaan. Kajian ini dijalankan di Sekolah Kebangsaan Convent Pulau Tikus, Pulau Pinang. Sampel terdiri daripada 22 pelajar dari Tahun 1. Berdasarkan hasil kajian, kajian menunjukkan bahawa pelaksanaan Tugas Seni Kreatif dapat memberikan idea asli, meningkatkan kreativiti, selain fakta bahawa tugas tersebut mudah dilaksanakan oleh pelajar. Adalah diharapkan bahawa Tugas Seni Kreatif boleh menjadi rangsangan dan juga dapat memupuk kreativiti dalam kalangan pelajar.

Kata kunci: pembangunan kreatif, membangun kreativiti, Tugas Seni Kreatif

Abstract

On the initial premise that Year 1 students prefer to imitate than to think and produce their own ideas, this study aims to develop the Creative Art Tasks in order to produce creative ideas in 'Dunia Seni Visual' subject among Year 1 students. The Creative Art Tasks was developed based on Creative Development Stages by Viktor Lowenfeld (1975) as an instructional exercise to enhance student's creativity. This study has also recognised the usability of Creative Art Tasks as creative exercises in Dunia Seni Visual subject. A pre-test and post-test were conducted to see the extent of the students' creativity level based on the Creative Art Tasks and a descriptive survey research was employed to collect the data of usability. This study was conducted in Sekolah Kebangsaan Convent Pulau Tikus, Pulau Pinang. The sample consisted of 22 students from Year 1. Based on the findings, the study has demonstrated that the implementation of Creative Art Tasks can deliver original ideas, enhance the level of creativity, besides the fact that it is easy for the young students to use. It is hoped that the Creative Art Tasks can be a stimulus and can also nurture creativity among students.

Keywords: creative development, developing creativity, Creative Art Tasks

INTRODUCTION

Creativity has become a necessity either to the students or in a larger scope, the country (Yahya, Mat Nasir & Noor Sharliana, 2011). Creative learning domains should be process-oriented not product-oriented where the production of ideas through imagination and exploration should be emphasized (Edward, 2006). The

effort to encourage students to develop their creative and critical thinking must begin in the primary school because this level is the most appropriate time to lay a solid foundation to prepare them for further education (Ikhsan & Norila, 2005).

Problem Statement

When the students enter the school, their creativity tends to be blocked (Yew, 2002). The learning process of *Kurikulum Standard Sekolah Rendah, Dunia Seni Visual Year 1* is fully depending on the teacher's handbook. In the demonstration session, the *Dunia Seni Visual* teacher showed an example and explained the process of producing an artwork. During the activity, students only imitated the teacher's artwork or their friends' work. Students just mimicked or produced the ideas according to their understanding without changing the form. The ideas were similar to others and unfortunately, they were not detailed.

Teachers play an important role in developing the emotion, motivation, creativity and productivity of the students (Sharma, 2011). Teachers can stimulate students' curiosity by providing the stimulus material (Engel & Randal, 2009). This study sheds light on the design of Creative Art Tasks for Year 1 students. The aim of Creative Art Tasks was to develop the creativity level of the students. Creative Art Tasks was an eight series creativity activity, which requires students to deliver their ideas according to the questions given.

Development of Creative Art Tasks

Each individual has a creative potential but their levels of creativity are different (Morris, Kuratko & Covin, 2010). The nature of creativity not only can be nurtured but it needs to be nurtured and school is the best place to develop the abilities of creativity among students by making an adjustment to the environment or both (Md Nasir & Iberahim, 2003). Teachers play an important role in developing the emotion, motivation, creativity and productivity of the students (Sharma, 2011). Creative Art Tasks is among the forms of teaching aid produced by a teacher, which can help students to develop their creativity. Creative Art Tasks is also a creative game that can be used to stimulate the development of students' creativity.

The implementation of Creative Art Tasks should be process-oriented not product oriented where the production of ideas through imagination and exploration should be emphasized (Edward, 2006). To materialize such process-oriented teaching and learning, a series of worksheet for drawing activity was designed by researchers. The Creative Art Tasks contains eight series of various drawing activity which follows the creative development theory by Lowenfeld (1975) and constructed on cognitive development theory by Piaget (1980).

The Creative Art Tasks were structured according to the creative development stages that refer to (i) sensitivity, (ii) flexibility, (iii) originality, (iv) openness, freedom and fluency, (v) ability to analyze, (vi) ability to make synthesis, (vii) new meaning and (viii) consistency organization. The following are the figures displaying drawing activity carried out by the students during teaching and learning session.

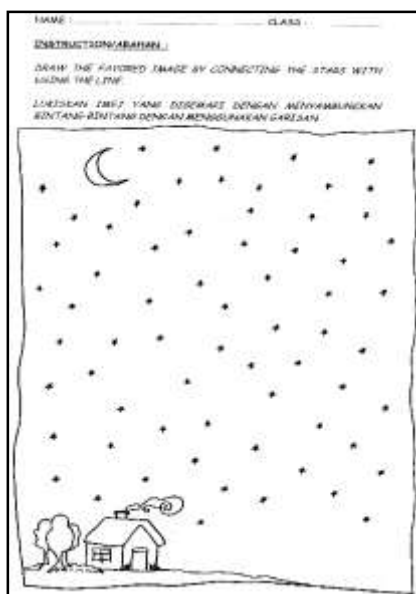


Figure 3 Originality

Figure 3 illustrates the night scenery with the stars scattered in the sky as the main attraction. Students needed to draw their favorite image by connecting the stars using lines to produce a new visual. This activity aims at training students to look for, and formulate new ideas and original ideas. Students could relate with their past knowledge or imagine what they had seen in the skies. This activity does not support students imitating others, but it trains students to act out their habit. Students were assessed based on their own ideas that differed from their peers which presented a new possibility.

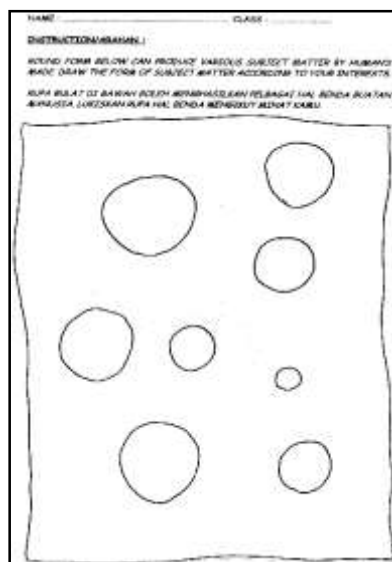


Figure 4 Openness, Freedom and Fluency

Figure 4 provides various sizes of round forms and students were asked to produce the human-made object according to their interest. This exercise can train students to be open-minded and independent when it comes to producing ideas based on the given theme. The students could relate so many round things around them. With logical thinking, the students should be able to represent the ideas. Students were assessed from the planning process where they might or (might not) be able to solve problems accurately and quickly.

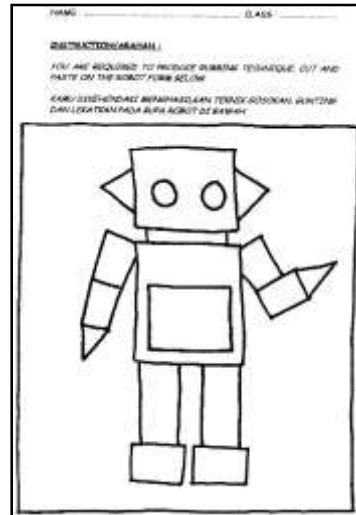


Figure 5 Ability to Analyze

Figure 5 requires students to apply collage technique where they need to cut and paste the robot with given motives. This activity involved all of the students' senses like smelling, touching, hearing, seeing and experiencing while doing artwork. Students need to understand the concept of the robot parts and the surface of the robot. The students must use their logical thinking to apply suitable texture accordingly to the body of the robot. Students were assessed based on the selection of the texture and suitability of colours with parts of the robot and the neatness in completing the exercise.



Figure 6 Ability to Make Synthesis

In figure 6, students need to design the shirt and make it more attractive. This activity aims at training students to try, explore and discover new things by using new ways to connect all their ideas and images. This will increase the level of imagination of students to a higher level by venturing beyond their usual thinking. The changes of the design and shape of the shirt must be considered as the main aspects to be assessed.



Figure 7 New Meaning

In reference to Figure 7, the students were required to draw an object according to their understanding. Students were given the freedom to draw any visuals that can be related to the form given. Students made some modifications to the basic concepts of existing ideas where they adopted new ideas that are meaningful. Students began to act outside of the conventional method and generate alternatives for planning. Students were assessed based on the suitable ideas that appeared from the form given.



Figure 8 Consistency Organization

Figure 8 provides various kinds of geometrical forms and the students were asked to combine the forms to design a futuristic vehicle. This activity aims at attracting and nurturing the charms, beauty, uniqueness, variety and harmony in their artwork. The forms given merely served as students' guidance as they sought to complete the activity. Students were assessed based on their use of various forms, arrangement, combination and management of the forms to produce a whole new idea.

Table 1 Summary of Activity in Creative Art Tasks

Stages (Implementation of Creative Art Tasks)	Summary of Activity in Creative Art Tasks
Sensitivity	Sensitive and aware towards the environment
Flexibility	An ability to change and organize problem solving in various contexts.
Originality	An ability to react against ordinary to create a new possibility
Openness, freedom and fluency	An ability to react quickly, with openness and produce ideas with an integrated possibility.
Ability to Analyze	An ability to use touch, see, feel, and smell sense in detail to separate the objects/ideas.
Ability to Make Synthesis	An ability to bring new era
New Meaning	An ability to bring new function, meaning and understanding.
Consistency Organization	An ability to rearrange, combine and manage an idea to show the unity

RESEARCH PROCEDURE AND METHODOLOGY

Twenty-two students of Year 1 *Gemilang* from *Sekolah Kebangsaan Convent Pulau Tikus* were selected in this study. A pre-test was given before the implementation of Creative Art Tasks. One and a half hour were allocated to the students to complete the pre-test. The students were required to produce a drawing with the title "My House".

The respondents underwent eight series of Creative Art Tasks for two months. The Creative Art Tasks were given to the respondents during *Dunia Seni Visual* classes. The respondents were given thirty minutes to complete each activity. The activity was given by following the sequence i.e. sensitivity, flexibility, originality, openness, freedom and fluency, ability to analyze, ability to make the synthesis, new meaning and consistency organization. Teacher read and explained the instruction given to make sure the respondents could express their creative as a whole.

A post-test was conducted to compare the performance of respondents after the implementation of Creative Art Tasks. The result obtained can be used as an indicator of the respondents' creativity level. Respondents were required to produce drawing with the same theme during the pre-test. Both tests were analyzed with same rubric. Later, a set of questionnaires were given to the respondents. The respondents only had to indicate "yes" or "no" in answering it. The content of this questionnaire was very helpful to determine the usability of Creative Art Tasks among Year 1 students.

RESEARCH FINDINGS

This study had analyzed eight series of activity to identify the process involved in designing Creative Art Tasks to develop creativity among Year 1 students. This study evaluates the ideas produced by the students where each idea would either be decided as different, unique or if they fulfilled each instruction. Table 2 presents a summary of document analysis of Creative Art Tasks.

Table 2 Document Analysis of Creative Art Tasks

Task / Activity	Document Analysis
Sensitivity	Respondents were able to recognize the forms and succeeded in circling the different forms between two images given.
Flexibility	Respondents have high ability to change and organize their subject in their own ways and different between each other
Originality	Respondents choose the subject matter, which is familiar to them and based on their interest.
Openness, Freedom & Fluency	Respondents are highly sensitive to their surroundings to draw a subject matter, which could relate to the forms given.
Ability to Analyze	Respondents could make different patterns on each side of the robot form.
Ability to Make Synthesis	Respondents brought new idea to the subject matter given.

New Meaning	Respondents could adapt to all suitable things in the surrounding and transform them to become the subject matter.
Consistency Organization	Respondents have the ability to arrange, combine and manage an idea to illustrate the unity of the subject matter.

Pre-test and post-test were also analyzed to identify the creativity level of Year 1 students based on Creative Art Tasks. Paired sample T-Test was presented in Figure 10.

Table 3 Findings Analysis for Pre-test and Post-test

Paired Sample T-Test							
	Mean	N	Std. Deviation	Correlation	t	df	Sig. (2-tailed)
Pre-Test Score	47.318	22	3.908	.506	-19.737	21	.000
Post-Test Score	77.409	22	8.285				

Table 5.1 shows that the mean score obtained from the post-test was 77.409 (Std. Deviation= 8.285) while the pre-test showed a mean score of 47.318 (Std. Deviation= 3.908). This means that the post-test score is higher than the pre-test score. Pre-test and post-test scores also showed that the positive correlation was 0.506. The significant value was below $p < 0.05$, or specifically 0.000. In comparison, the significant difference between the pre-test and post-test score was $t(21) = -19.737$, $p < .05$. This shows that there is an increment in the post-test score as compared to the pre-test score.

The usability of Creative Art Tasks was measured through five main components namely feeling, navigation, instruction, material and feedback consisted in the questionnaires given to the respondents. Twenty-two students had answered the questionnaire. All the 10 items evaluating the usability were answered and analyzed and were presented in Table 4.

Table 4 Questionnaire Analysis towards Usability of Creative Art Tasks

Item	Component	Question	Yes	No
1	Feeling	I enjoyed the tasks.	18	4
2		I am more aware of the visuals around me.	19	3
3	Navigation	Easy to handle.	19	3
4		I can complete the tasks independently.	20	2
5	Instruction	The instruction is simple.	19	3
6		The instruction is easy to understand.	19	3
7	Material	The material given is sufficient to the tasks.	19	3
8		The material is suitable for me.	20	2
9	Feedback	I am satisfied with the amount of the tasks.	19	3
10		I can develop my own ideas.	20	2

DISCUSSION

Based on Creative Art Tasks, all of the students were able give a good response to the activity given. Through Creative Art Tasks, the students can sharpen their sense of perception. The students can use their senses optimally in making observation. The students can also open their mind and relate to their environment when solving the problem. Creative Art Tasks trained students to think outside the box and their norms and therefore the students will be able to imagine the new possibility of the stimulus given. With Creative Art Tasks, the students need to open their minds and associate with any related items that they can think of. The students also need to use all sensory motor to complete the activity in Creative Art Tasks. The students need to arrange, manage and organize the subject matter with the integration of element

and principle of arts. This task had helped them to be more sensitive about their environment during the art production.

The implementation of Creative Art Tasks was an enjoyable activity to Year 1 students since it was easy to handle as the tasks were divided into steps according to the eight stages of creative development theory by Lowenfeld (1975). The instructions given in Creative Art Tasks were simple and easy to understand in order to achieve the aims set for each task. The subject matter chosen in the activity were in line with *Dunia Seni Visual* Year 1 syllabus and the material used in large scale, easy to relate to the students' environment and the most important thing is that; the material could stimulate the curiosity among them. The students were able to produce their own ideas and even though the ideas were similar to one another, they could elaborate the ideas in their own ways.

Conclusion

This study summarizes the integration of creative development theory by Lowenfeld in developing Creative Art Tasks to enhance the creativity level among Year 1 students. The students can give positive feedbacks during the implementation of Creative Art Tasks. This study had also found that the students' creativity level had increased after the implementation of Creative Art Tasks. This indicates that Creative Art Tasks was able to spur the creativity of the students optimally. From the study, the utilization of Creative Art Tasks could nurture and train students to be more concerned about their environment, develop their creativity and instill fun learning. With regards to this, the students had the ability to develop their own creativity by exploring into the Creative Art Tasks which allowed them to produce original and unique ideas in their respective artwork.

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