JRSSEM
JOURNAL RESEARCH OF SOCIAL SCIENCE, ECONOMICS, AND MANAGEMENT

CREATIVE INTELLIGENCE IN FORMING STUDENT CHARACTER

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Abstract: School community which includes components of knowledge, awareness or will, and actions to carry out these values. In character education in schools, all components (education stakeholders) must be involved, including the components of education itself, namely curriculum content, learning and assessment processes, handling or management of subjects, school management, implementation of extracurricular activities or activities, empowerment of infrastructure, financing, and work ethic of all members of the school/environment. The application of creative intelligence is an effort to make it easier to shape the character of students. Creative intelligence is the mental capacity to concoct new and better ideas and ways to do things and juxtapose concepts, and to perceive and think with greater freedom and less constraint by experience and learned ideas than usual. Along with these analytical and practical capacities are parts of the patriarchal intelligence theory. Then the applied creative intelligence will make character formation easier to form with new learning situations and the readiness of students to accept student character formation.

Keywords: Creative intelligence; Character education.

INTRODUCTION

Education in Indonesia is familiar with the school institutional system in which there are teaching and learning activities, aiming to produce nationwide shoots, knowledgeable and virtuous. In line with learning theory learning is very important. Learning is an activity that processes and is a fundamental element in the implementation of every type of education, the success or failure of educational attainment is very dependent on the learning process both in the home, family, and school environment (Muhibbin Syah, 2018). Children are our future. It is a special happiness for every parent, whether they have smart or creative children. With an intelligent and creative generation, it means that we have provided a smart and creative future, which means we have provided a future for them. For this reason, the role of educators in developing the attitudes and abilities of their students must assist them in dealing with future problems creatively. Because creativity can be optimized so that it can equip the lives of students to be able to live properly in the future.

Creativity is the result of the interaction between individuals and their environment. A creative life means developing one's talents, learning to use one's abilities optimally, exploring new ideas, new places, and new activities in developing sensitivity to environmental issues, other people's problems, and humanitarian issues. Improved performance will usually be achieved if creativity is facilitated to develop. Creativity depends on the ability to use skills that are relevant to the

problems at hand and develop one's skills and talents in a specific field (Sudiarja, 2018).

Creative people are not always objective (not seeing what is said but seeing the person saying it). However, to test the ideas that are manual of others and they do not limit their view of the outside world. Creative people often put their egos aside and always consult with colleagues to test their ideas. In addition, creative individuals have strong self-motivation, drive, and spiritual needs. One of the keys to understanding creativity is to recognize that it is the inner drive and desire to create for the sake of creation that matters, and not the external rewards.

Creative endeavors generate self-motivation of pleasure, satisfaction, and challenge. Creatives are usually always curious, have broad interests, and like a passion for developing creativity creatively. Creative children and adolescents are usually quite independent and self-confident. They are more willing to take risks (which are always calculated) than children in general. This means that in doing something very meaningful, important, and liked by them, they don't pay attention to criticism or ridicule from other people. They are also not afraid to make mistakes in expressing their opinion even though they may not be approved by others. Innovative people dare to be different, stand out, surprise, or deviate from tradition. Confidence, tenacity, and perseverance make them not give up easily in carrying out their goals.

To develop one's creative thinking skills, an effective learning effort is needed, in this case, if it is aimed at students it will

be more appropriate to implement it in the teaching and learning process. Teachers have an important role in the learning process to improve children's creative intelligence. Creative intelligence can increase because it is influenced by several factors, namely the teacher (educator), learning methods, and materials, and is influenced by the environment. To achieve this success, students must have good social behavior, namely behaving politely, and helping and forgiving fellow human beings, regardless of those from the upper and lower classes. In addition, humans must also have positive emotions, positive emotions include love, friendship, acceptance, trust, kindness, and a sense of closeness. No less important is having the characteristics of independence, that is being able to solve life's problems based on one's strength to achieve success in the form of safety, happiness, and well-being (Slameto, 2017).

Creative thinking is a synthesis of complementary lateral and vertical thinking. This understanding states that creative thinking involves thinking logically or analytically as well as intuitively, as in the second view in the sense of creative thinking (Pehkonen, 1997).

The ability to think creatively refers to the ability to generate new varied solutions to open-ended problems. The ability to think creatively is the ability to generate new ideas or ways of producing a product. The development of creative thinking skills is influenced by various factors. One of these factors is the perception of creativity. In general, there are two different views on creativity. The first view states that creativity is only owned by individuals with certain

characteristics. Creativity is only possessed by genius individuals with extraordinary abilities in certain fields, such as science, literature, or art. Creativity is also seen as magical and mysterious which involves subconscious activity.

Lack of creativity in students in realizing the learning process when they encounter problems in learning, for students who are not creative try to find solutions to what they are facing such as asking friends, reading books looking to the library or searching the internet, arguing, and conveying new ideas. In essence, all students have the same abilities, it's just a matter of how the people around them can develop these abilities. Creative thinking is very useful in navigating life.

This is in line with the research that has been conducted by Tritjahjo Danny S in the title Development of Student Creativity whose research results show that the teacher's role needs to implement a method that accommodates more students' divergent thinking, including learning with an inquiry approach (inquiry), using brainstorming techniques, giving examples (by example) through attitudes, and accommodating divergent thinking through questions/tasks. In addition, the habits of thinking and behavior of creative teachers are also role models for students. Development of creativity in post-learning can be done through giving awards for creative achievements, and providing complete facilities or media so that creative thinking can be realized.

To see the importance of creativity in students in real life, thus developing creative intelligence in students can help

shape students' social behavior. With creative intelligence abilities, students are believed to be able to solve various problems they face, especially in dealing with the demands of learning as students. Creativity is a characteristic of intelligent behavior because creativity is a manifestation of a cognitive process. So developing creative intelligence can be a carrying capacity for the development of student behavior.

More comprehensively, a Psychologist from Harvard University, Howard Gardner, revealed his theory of multiple intelligences that every child has. According to Gardner, every child has eight types of intelligence that are arranged together in a unique way and in different combinations. Gardner's theory emphasizes that intelligence in children is not only related to thinking (logical and mathematical intelligence) but there are various other bits of intelligence. For example, it could be that a child has mediocre thinking intelligence, but he has advantages in terms of musical intelligence. Another child may have ordinary thinking intelligence, but he has kinesthetic intelligence which makes him have sports skills that are far above the average of other children. Through knowledge of these eight types of intelligence, parents can be more optimistic and serious about recognizing and optimizing their children's potential.

One of the factors that can influence student creativity is the educational system that is applied. The education system implemented in elementary schools is usually still dependent on educators, as a result, students are less enthusiastic about achieving learning achievements and students lack critical behavior, even the way

of thinking to come up with new ideas seems slow. The education system should be able to stimulate students' creative thinking, attitudes, and behavior in addition to logical thinking and reasoning. So my research and Danny's research have similarities, namely examining the variables of the development of creative intelligence the difference is that Dannay examines the development of creative thinking through the implementation of inquiry learning and this research examines how creative thinking can help develop students' social behavior.

Literatur Review
Creative Intelligence

Creativity has the meaning of having creativity (KBBI, 2017). The form of creative action is called creativity which is related to intelligence. Sukmadinata (2005: 104) says that creativity or creative actions have a lot to do with intelligence. A creative person generally has a fairly high intelligence. Someone who has a low level of intelligence, then his creativity is also relatively lacking. Creativity is also about personality. A creative person is someone who has a certain personality such as independent, responsible, hard-working, highly motivated, optimistic, great curiosity, confident, open, tolerant, rich in thoughts, etc.

The form of creativity is creativity. According to the Big Indonesian Dictionary, creativity can be interpreted as the ability to create or work that requires intelligence and imagination (2015). Campbell in Sukmadinata (2018) emphasizes that "creativity is an ability to create results that are new, innovative, interesting and

unprecedented and useful for society"

One of the abilities that play an important role in human life and development is creativity or a form of creativity. According to Sukmadinata (2015), a creative person generally has fairly high intelligence, while someone with a low level of intelligence has relatively low creativity. Creativity development can be done through inquiry learning processes (practical in nature) and meaningful learning. Creative intelligence leads to ways of thinking. In the learning process, to develop the creative intelligence of an educator, it is necessary to create teaching and learning situations that provide many opportunities for students to solve problems, conduct experiments, and develop students' ideas or concepts. Such a situation can promote a democratic, open, friendly, and self-confident attitude.

Creative intelligence leads to the right effort, namely the efforts of an educator to create students in achieving learning goals. In the Anguttara Nikaya in Catukka Nipata (Yuliana, 2018), there are four right efforts, namely:

1) The enthusiastic effort to prevent evil and unwholesome states of mind from arising.

2) The enthusiastic effort to get rid of the evil and unwholesome states of mind that have arisen.

3) The enthusiastic effort to generate wholesome and unarisen wholesome states of mind.

4) The eager effort to develop and perfect the wholesome and wholesome states of mind that have arisen.

The four right efforts are efforts that can be used by an educator in carrying out the learning process. An educator tries to make students not bored in attending lessons. Eliminate feelings of displeasure during the learning process. A good educator will always try to create a pleasant atmosphere for teaching and learning activities. If students have a feeling of pleasure, there is no boredom or boredom, then an educator still tries hard so that students can easily understand the material that has been given. To make students easily understand the subject matter, an educator must master skills in teaching.

Social Behavior

1. Max Weber's Theory of Social Action

Weber saw sociology as a study of social action between social relations and that is what is meant by the notion of the social definition paradigm and that is what is meant by the definition of the definition paradigm or social science. Human action is considered a form of social action when the action is directed at other people.

Main problem Weber (Talajan, 2012) as the leading exemplar of this paradigm defines sociology as the study of social action between social relations. According to him, these two things are the main problems of sociology. The essence of the thesis is the "meaningful action" of the individual. What he means by social action is individual action as long as the action has subjective meaning or meaning for him and is directed to the actions of other people. On the other hand, individual actions directed at inanimate objects or physical objects alone without being connected

with the actions of other people are not social actions.

Max Weber defined sociology as the science of social institutions. Weber's sociology is the science of social behavior. According to him, there has been a shift in pressure toward beliefs, motivations, and goals in members of society, all of which give content and shape to their behavior. The word behavior is used by Weber for actions that for the perpetrator have a subjective meaning. The perpetrator wants to achieve a goal or he is driven by motivation. Behavior becomes social according to Weber occurs only when and to what extent the subjective intention meaning of behavior makes individuals think about and show a more or less fixed uniformity.

Max Weber, in introducing the concept of the Verstehen approach to understanding the meaning of one's actions, assumes that a person in acting does not only carry it out but also places himself in the thinking and behavior of other people. The concept of this approach is more directed at an action motivated by the goal to be achieved or to motivate.

Weber specifically classifies social actions that have subjective meanings into four types. Based on the rationality of social action, Weber (Juliantine, 2019) distinguishes human social action into four types, the more rational the social action, the easier it is to understand:

1) Acts of Instrumental Rationality

This action is a social action carried out by someone based on conscious considerations and choices related to the purpose of the action and the availability of the tools used to achieve it. For example, A student who is often late because he does not have means of transportation, finally buys a motorbike so he comes to school early and not late. This action has been carefully considered for it to achieve a certain goal. In other words, assessing and determining that goal and that action could be used as a way to achieve another goal.

2) Value Rational Action

Meanwhile, value rational action has the characteristic that the existing tools are only conscious considerations and calculations, while the goals already exist about absolute individual values. For example the behavior of praying or someone giving priority to older people when queuing for groceries. That is, this social action has been considered first because it prioritizes social values and religious values that he has.

3) Affective Action

This type of social action is more dominated by feelings or emotions without intellectual reflection or conscious planning. Affective action is spontaneous, irrational, and an emotional expression of the individual. For example an affectionate relationship between two teenagers who are in love or are in love.

4) Traditional Action

In this type of action, a person exhibits certain behaviors out of habits acquired from ancestors, without conscious reflection or planning.

The last two types of action often only use automatic responses to external stimuli. As such it does not fall under the category

of meaningful action that is the target of sociological research. However, at certain times these two types of actions can turn into meaningful actions that can be accounted for to be understood.

Social action according to Max Weber is an individual action as long as the action has subjective meaning or meaning for him and is directed to the actions of others. An individual action directed at an inanimate object is not included in the category of social action, an action will be said to be a social activity when the action is directed at another person (another individual).

2. Social Exchange Theory

Social exchange theory (SET) is one of the most influential conceptual paradigms in understanding employee work behavior in an organization. Empirical studies of social exchange theory can be traced to the 1920s Malinowski (1922); Mauss (1925). One of the figures who developed the theory of social exchange, among others, is psychology (Blau, 1964). Furthermore, it is said that social exchange as a feeling causes the same perception of goals in the future. Given this theory, employees will be motivated and committed to work and the organization if they are treated fairly and equally. Furthermore, Bass (1990) states that SET theory is aimed at understanding the relationship between leaders and their subordinates and understanding factors related to documents (Mowdey et.al., 1982). Positive and negative exchanges with individuals and organizations (leaders and organizations) affect employee behavior and feelings as a commitment to achieving goals (Brown, 1990). In

social exchange theory, these interactions are usually seen as interdependent and dependent on the actions of other people (Blau, 1964) Talajun, 2018) so that the experience gained is a mutual influence between individuals and organizations.

Based on SET theory, individuals in organizations enter into exchange relationships with others because of the motivation to obtain rewards. Social exchange theory sees a relationship between behavior and the environment or vice versa. Because the environment generally consists of other people, the individual, and these other people are seen as having reciprocal (reciprocal) influencing behavior. In this relationship, there is an element of reward. In its current role, SET is the basis for how leaders in companies understand the work behavior of their employees because, in this work behavior, certain motives cause behavior. So social behavior consists of an exchange of at least two people based on profit and loss calculations. So a person's behavior is raised because based on his calculations, it will be beneficial for him, and vice versa if it is detrimental then the behavior is not displayed

MATERIALS AND METHODS

The type of research used is a qualitative research method that aims to find out how Creative Intelligence works in shaping student behavior and the implications of Creative Intelligence in shaping student behavior. The subjects of this study were 6 students. The data

analysis technique used by the authors in analyzing the data is descriptive qualitative.

RESULTS AND DISCUSSION

Life in today's era requires people to always learn and think of new ways of dealing with life's problems. Life problems found in the family, community, or nation are increasingly complex and require us to think creatively and divergently in solving them. Creativity is a 'personal wealth' that is manifested in attitudes or characters, such as flexibility, openness, desire to try something, determination, the ability to describe ideas, and the ability to know yourself realistically (Arafa nafsahu).

Education, which is an agent of change, must be able to improve the nation's character. Therefore, education needs to be reconstructed so that it can produce graduates who are more qualified and ready to face the "world" of the future which is full of problems and challenges, and can produce graduates who have noble characters. In other words, education must be able to carry out the mission of building character (character building) so that students and graduates can participate in filling development in the future without leaving behind the values of the original character.

All these characteristics are prerequisites for creativity. The development of creativity in the classroom (learning) will produce creative students who generally have higher and stronger abilities when compared to other students. The ability to think creatively as a component of creativity will produce effective learning or further develop high-

level reasoning power that can be used to solve learning problems.

Creative people are not always objective (not seeing what is said but seeing the person saying it). However, to test the manual ideas of others and they do not limit the view of the outside world. Creative people often put their egos aside and always consult with colleagues to test their ideas. In addition, creative individuals have strong self-motivation, drive, and spiritual needs. One of the keys to understanding creativity is to recognize the drive from within and the desire to create for the sake of the creation itself. Creatives are usually always curious, have broad interests, and like a passion for developing creativity creatively. Creative children and adolescents are usually quite independent and self-confident. They are more willing to take risks (which are always calculated) than children in general. This means that in doing something very meaningful, important, and liked by them, they don't pay attention to criticism or ridicule from other people. They are also not afraid to make mistakes in expressing their opinion even though they may not be approved by others. Innovative people dare to be different, stand out, surprise, or deviate from tradition

Many educational institutions have implemented religious material into the learning process so that students can become generations of people who have good character. The problem of weakening children's character is caused by a lack of understanding of moral values and the loss of religious values in life. Character building is the obligation of every human being which is carried out continuously without

stopping by carrying out coaching, and habituation to improve the improvement of one's character. Efforts to build character are carried out from an early age so that later the child can know which behavior is good and what is bad.

The development of the child's character will be seen from the development of the child's behavior, both in the social and personal aspects of the child. As stated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 58 of 2009 concerning Children's Education Standards, it is stated that there are five (5) development areas for children's education, namely (1) development in the field of religion and morals; (2) development of social emotional aspects; (3) development of language aspects; (4) development of physical and cognitive aspects. One of the cognitive developments that must be developed is to increase children's creativity which can indirectly improve students' learning achievements at the next level of education.

In addition to planting the basics of behavior, educational institutions should also be able to develop children's creative potential. Where most educational institutions always prioritize intellectual intelligence or IQ, even though creativity also plays an important role. Efforts to develop children's creativity are less attention. As a result, children's creativity is less developed. This can be seen in the lesson plans and implementation.

1. How Creative Intelligence Works in the Formation of Student Behavior

    The development of student's creative potential will result in superior learning.

Students who can think creatively will have high intrinsic motivation in learning and have a strong drive, self-confidence, and high-level thinking skills. Also, the development of divergent thinking skills as a creative element will improve a person's attitude toward learning and increase learning motivation or a powerful way to encourage someone to learn. In other words, creativity provides the skills needed to deal with the uncertain future of life. Creative thinking is an important element for realizing successful learning or quality education and success in life. The application of creative intelligence to students of SMAN 2 Gowa Regency is carried out in 4 categories which are described as follows:

a. Creative school leaders will provide opportunities or freedom and blessing to members of the school community (teachers, students, staff) to express their creativity. Creative leaders will engage multiple parties in creative dialogue and creative decision-making. The creative leader will be a source of inspiration, providing access, time, and resources, and creating an environment conducive to experimentation and different views.

b. The curriculum is designed around a class theme or project. The learning unit consists of serial learning activities that are designed based on the topic of magnitude which involves the whole group. This topic contains learning area units such as reading, mathematics, science, and social studies, and prepares or provides topics and activity planning

frameworks for students. Students as a whole try to experience. Learning based on principles or views (differentiated instruction/DI) is as follows:

Children of the same age have differences in several ways, namely learning readiness, interests, learning styles, and experience

These differences affect what students need to learn and the main task of teachers and schools is to maximize the abilities of each student.

DI is also an improvement effort to achieve high-quality curriculum and learning, students are involved in setting goals

The curriculum has a relationship with the experiences and interests of students. Therefore, DI is intended to maximize children's growth and help children achieve progress

c. The learning process alone is not enough to be able to shape and develop students' creative attitudes and motivation. For this reason, a facility is needed that continuously maintains and maintains the attitude and motivation of students in a steady creative process. Teachers provide free opportunities for students to 'play' with problems, materials, and ideas or inject fantasy as a source of ideas. This can be done through activities - conducting science fairs to introduce the machines that will be produced or needed, d. Creative and rewarding atmosphere.

d. To create creative vehicles, outside of school institutions, other institutions are also needed that feel committed

and responsible for building a creative educational atmosphere for students.

2. Implications of the Application of Creative Intelligence

The application of creative intelligence to students is related to the theory put forward by Max Weber saying, individual humans in society are creative actors and social reality is not a static tool but rather the coercion of social facts. This means that human action is not completely determined by norms, habits, values, and so on which are included in the concept of social facts. Although in the end, Weber acknowledged that in society there is a social structure and social institutions. It is said that social structure and social institutions are two interrelated concepts in shaping social action.

Max Weber, in introducing the concept of the Verstehen approach to understanding the meaning of one's actions, assumes that a person in acting does not just carry it out but also places himself in the thinking and behavior of other people. The concept of this approach is more directed at an action motivated by the goal to be achieved or to motivate. In this case, the application of creative intelligence is one of the concepts of this approach which is more directed at an action motivated by the goal to be achieved, namely to make students think creatively which will have a positive influence on their social behavior.

The social behavior in question is how students respond and face

learning in class as a fun activity so that the learning load is lost. Social action that is based on real thinking as practiced by the principal and teacher in implementing creative intelligence is a reflection of the pattern of behavior included in the affective action put forward by Weber.

Generally teaching in schools emphasizes memorization and routine appearance. In this case, the child is less educated to think based on what he has obtained. So that the power of imagination is weak because children are not encouraged to express problems to themselves, look for a solution to these problems, and not show initiative. For this reason, the role of school leaders and teachers is needed in implementing creativity both in the school and classroom environment to stimulate students' creative intelligence. The development of student creativity includes the development of creativity in teaching and learning activities.

Creativity strategies in children's lives are needed to maintain and support the development of children's creativity. In the process of teaching and learning activities, several factors can increase children's creativity. First, give what tasks the children want. Thus, the involvement of children in the learning process is very high, and conditions like this will make children happy and enthusiastic about learning.

The implications that can be summarized based on the results of the interviews are described as follows:

1) The environment must also support the development of creativity.

2) Where it is known that the environment that guides creative conditions, can appear when individuals feel free from pressure, safe, and positive.

3) The learning climate in schools and classes is very influential in learning design.

4) Learning designers will be creative, especially when their assignments are interesting, motivating, and challenging and accompanied by a feeling of security. The existing climate must also provide opportunities for lecturers to explore creativity, in forming ways of overcoming obstacles, generating ideas, identifying opportunities, making assessments, experimenting, and using trial and error. All of these things train creativity because as human beings, we are creative beings. When we don't create, we don't grow and learn. There are several different aspects, in the design of learning

5) Innovation is not only something that is generally known as something new, but something new for individuals, or about the transfer and adaptation of ideas from one context to another. Creativity is work that can pass the boundaries of acceptance in a special context: This includes taking risks. 3) Creativity as a design that promotes the overall idea of success. The ability to relate and to do something with everything that has been learned, and to use that knowledge in other situations

6) Creativity as a way of reasoning out of complexity.

CONCLUSIONS

Based on the explanation above, it can be concluded that creativity is an attempt to create something new and different and is a unique process and is part of high intelligence. Thus, creativity can be concluded as the ability to think, behave, and act in a new and rare way in solving a problem, resulting in an original and useful solution.

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