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Study creativity with diverse social skills to support the learning process in future education

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Abstract

The characteristics of learners should be a serious concern in the learning process; these characteristics determine the success of the learning process in the classroom. These characteristics are influenced by social skills that are internally individual skills in behaving. Social skills that support the learning process, if managed properly, will improve the creative process well. Social skills through contact and communication, sympathy and empathy; compromise and cooperation; problem-solving, mutual respect, mutual respect for opinions make the learning atmosphere more interesting and effective that engages them to actively participate in fun learning.

Kay word; creative process, social skills, collaborative learning

Introduction

The learning process that occurs in the classroom requires high mobility to create an effective creative process, but the teacher ignores the background of the student's abilities. This becomes a problem when students are forced to swallow raw learning processes that take place by not involving their effective domains. This gap will become even greater if learning becomes only an activity for memorization, and remembering becomes the ultimate goal of learning. It should be understood that students have the social skills to support a diverse learning process, and teachers should consider that as an important factor to achieve learning objectives. The theory of social interdependence shows that social skills play an important role in improving collaboration and resolving conflicts (Lee, Huh, & Reigeluth, 2015). Diverse social skills in supporting the learning process affect the learning process that occurs. These skills influence them to collaborate, take responsibility for each other's given group tasks, care, respect each other and convey ideas and solutions. Finally, differences in social skills background affect the environment that occurs during learning. Single-user virtual environments (SVE) provide opportunities for users in the U.S. to learn social interaction skills in a secure environment that they can visit as often as they like (Cobb et al., 2002).

Teachers must understand the background of students' social skills so that they can provide appropriate support in terms of social skills in order for the creative process to be carried out properly. Students who received Skills Learning support reported having higher levels of motivation

and learning skills from pretest to posttest assessment. In addition, students who get the support of these skills show the same or higher level of academic achievement than new students who are accepted regularly during their first year and as they approach graduation. However, the differences in the two groups decreased by the time students graduated (Wibrowski, Matthews, & Kitsantas, 2017). Why the background of social skills that support the learning process is so important to be researched and discussed seriously. so that we get a lot of good formulas in creating creativity in the classroom Creativity is common in the teaching of art subjects but is not a common feature in teaching science, technology, engineering and mathematics subjects. However, the most important thing is how the subjects are taught (Khalid et al., 2020).

Creative process.

The creative process is defined as a series of thoughts and actions that lead to an original and appropriate production (Lubart, 2000, 2001). Empirical research shows that there is a basic model consisting of 4 stages of the creative process. Several key questions about the creative process are raised, such as how the creative process differs from the non-creative process and how differences related to the process can lead to different levels of creative performance (Lubart, 2000, 2001). The creative process can be explained on two levels: the macro level, which displays the stages of the creative process, and the micro-level, which explains the mechanisms underlying the creative process, for example, divergent thinking or convergent thinking (Botella, Zenasni, & Lubart, 2018). The process begins with the ability of individuals to identify problems that must be solved, and this activity is carried out by collecting as much information about the problem (Osborn, 1953/1963), then from the information obtained then the selection stage of the *problem* (Busse & Mansfield, 1980) or the ability to formulate problems (Fasko, 2000; Guilford, 1957).

Defining the problem is done by making as many problem-related questions as possible. Furthermore, the discovery of problem solutions (Fasko, 2000; Mareque, De Prada, & Pino-Juste, 2019), *the discovery of the problem* refers to the process of "feeling the gap" by detecting what elements or factors are still lacking (Sali, 2020; Torrance, 2011) at a later stage (Bruford, 2016) proposes a *differentiation* stage consisting of storing information that leads to producing something different, which involves differences in interpretive and expressive ability. The difference between finding a problem, that is, rejecting a problem that is not right, wrong, or incomplete but must be done by *asking a problem* (i.e., finding the correct formulation), and building a *problem* (i.e., describing the problem) (Botella et al., 2018).

A new way of thinking about creativity and creative productivity is seen in the factorial conception of personality. With the application of factor analysis, a useful exploration approach can be created. Carefully constructed hypotheses about key capabilities will lead to the use of new types of tests. New factors will be found that will give us the means to choose individuals with creative personalities (Fasko, 2000; Guilford, 1950, 1957). Semantic Smoothness, Ideational Fluency, Originality, and Distant Consequences are substantially correlated with most creative behaviors and are not correlated with GPA. Analysis of criteria factors reveals two archetypes of creativity, which show that proficiency in one creative field is a prediction of proficiency in several other fields (Torrance, 1962). that the four-stage model of its creative process (Preparation, Incubation, Illumination, Verification), although it is in control as a conceptual anchor for many creativity but has some drawbacks (Graham Wallas, 1926).

Focus on the specific capacity of the individual that seems to be very important in shaping the nature of creative endeavors: the capacity for problem construction or problem definition/demonstrating that the importance of this process can partly be attributed to the background it provides for the operation of other cognitive processes as well as sketching models, how problem construction can be continued using problem representation as a vehicle for formulating a new and alternative understanding of problem situations [in unclear domains(Jász, 2018; Martin, Elliott& amp; Mumford, 2019). The creative process is operationalized through 2 subprocesses: *generation* (idea production) and *selection* (idea evaluation), both repeatedly measured throughout the workshop(Bloom, Englehard, Furst, Hill, & Krathwohl, 1956; Fürst, Ghisletta, & Lubart, 2012).

The creative process that occurs is preceded by *identifying problems;* this activity is done by gathering as much information as possible related to the problem to be disclosed, the second step *of*

formulating the problem, in this activity everyone must actively participate involving all social skills that support the learning process, such as conveying ideas, helpful behaviors, appreciation and acceptance of opinions from everyone as a joint decision. The third step *is finding a solution,* everyone should get information related to the problem that has been formulated, and this means that everyone is involved in delivering the solution from each individual. Stage 4 *finding creative solutions* all these activities require these social skills. Differences in social skills that underpin the learning process will affect the creative process (Einfeld et al., 2018).

Social skills in supporting the learning process

The learning process that occurs in the classroom is influenced by each individual involved in it. When each individual has a diverse social skills background, of course, teacher intervention is required in maximizing the learning process. The need for social skills intervention and long-term impact can be defined as the need and the right way to match interventions to those needs in school settings (Stichter, Malugen, & Davenport, 2019). The intervention is necessary to provide stimulus to individuals with low social skills in order for them to adapt to their environment. Social skills interventions for children adopt a variety of teaching techniques and generalization skills. These include didactic instruction, modeling, behavioral exercises, feedback and self-evaluation, behavioral management, homework assignments, visual support, caregiver and school staff engagement, and peer programs (Einfeld et al., 2018; Tan, Mazzucchelli, & Beaumont, 2015).

Individual student learning should be based on cognitive and social processes. Therefore, students' social skills are considered to play an important role in school performance; student statement skills are positively related to their grades for oral participation (Jurkowski & Hänze, 2017). Skills in conveying ideas and providing solutions contribute to the learning process that occurs in the classroom. The ability to convey problems, convey ideas, and convey solutions offered will shape the creative culture so that these skills are needed as factors that support the learning process. Social skills that support the learning process are; contact and communication, sympathy and empathy, compromise and cooperation, overcoming problems, mutual respect, mutual respect for opinions (Merrell, 2001). So important are these social skills in classroom activities that educators need to pay more attention to it. They can find information on these skills to students as individuals, so educators know what is lacking in learning so that they can follow up in the form of stimulus for students in need.

Conclusion

However, knowing the characteristics of learners early is an important thing to do. The characteristics of learners are certainly not the same, with a variety of diverse characteristic backgrounds being an asset for teachers to improve the quality of learning. That the characteristics of learners have a great influence, then this topic is very interesting discussed over time and continues to develop. Future learning should put the characteristics of students as the main thing that needs to be discussed, especially at this time, the latest paradigm every school is required to use distance learning so that standard procedures are required in its implementation.

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