Tec Empresarial
P-ISSN: 1659-2395; E-ISSN: 1659-3359

Increasing Learning Creativity Through Learning the Sharing-Displaying-Analyzing-Constructing (SDAC) Model of Student Learning Experience in Social Life

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Abstract

Creativity is part of a person's special intelligence that can strongly influence career success and the future. This study aims to develop a learning model that can increase student learning creativity based on student social life experiences. This research will be carried out using a descriptive qualitative approach with an educational research and development design written by Borg and Gall. The results of this study then found a significant contribution to the learning model of expressing and recording students' social life. The result given from learning through the experience of social life is that there is a sense of self-confidence and responsibility that students have for every action taken by them. In addition, it was also found that the ability of students to manage learning resources from social experience in society can produce creativity and critical thinking in dealing with changes in learning in the current era. The intensity of interacting with the environment and the diversity of learning resources obtained from the social environment has also been able to enlighten students about the success of their future life.

Keywords: *Learning, Sharing-Displaying-Analyzing-Constructing (SADC), Social Life, Student.*

INTRODUCTION

The Sharing-Displaying-Analyzing-Constructing (SDAC) learning model for students' learning experiences in social life, from now on abbreviated as SDAC, is a technique for increasing creative thinking developed from a structural analysis-synthesis model in the literacy aspect of students' social life experiences. This technique is fascinating because it is lifted from the empirical knowledge of students based on social life that is in direct contact with the problems of SDAC students (Kwangmuang et al., 2021). It is developed based on student capability in reasoning and creative, critical thinking by displaying smart and actual ideas. Smart, critical, and actual ideas are the forerunners of creative and innovative mindsets. Creative attitudes and behavior can be measured by the ability to mention, explain, analyze, assess, and

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create ideas, accompanied by an attitude of accepting and listening to the opinions of others wisely (Huang & Cheng, 2022). Developing student learning creativity is vital if it is associated with the era of instant information technology without regard to the side effects that can weaken human character. Therefore, developing creative and intelligent mindsets and action patterns must begin by formulating learning objectives and teaching materials for all subjects (Mizani et al., 2022). The strategy for processing social learning experiences into the form of learning messages is very urgent so that students not only devour learning messages raw but can process them into innovative, creative thinking spaces (Ohito, 2021).

With this SDAC learning model, there are changes in students' mindsets and behavior patterns related to the nature and meaning of learning messages in the context of social life experiences. The nature and meaning of learning are addressed as a learning process that is self-learning and self-change that students must build as learning actors (Kim et al., 2022). Learning is not just a transfer of knowledge but also a transfer of learning which must result in changes in mindset and action patterns implemented in real life. In this context, the SDAC technique will position lecturers as learning facilitators while students are learning subjects mandated to control the learning process, which has a facilitative character (Hardika et al., 2018).

From the perspective of cognitive psychology, learning is not merely the passive reception of information by pupils, but rather a process of active cognition to make sense of the complete learning experience. Learning is a process of being actively engaged in learning exchanges, as opposed to merely fulfilling intellectual demands by compulsion (Oga-Baldwin, 2019). Students must develop self-confidence in their potential and academic ability as a result of their participation in learning. In this context, analyzing the formulation of bottom-up teaching materials through SDAC with the principles of argumentative discussion and dialogue will produce a critical mindset and be responsive to life's problems. Gathering information, phenomena, cases, and community problems will produce raw teaching materials for classroom learning activities (Rahman et al., 2022). The process of processing and learning raw materials raised from the community through structuring and compiling academic logic is academic work that can reinforce critical thinking. Developing a crucial character towards problems and providing opportunities for students to argue about situations considered correct by a group of people are also very important to give confidence and recognition of their existence as academics (Matsekoleng et al., 2022). However, in the end, students must also be encouraged to acknowledge and be able to manage information following the principles of truth and recognition of group work results (Papi & Hiver, 2020).

This development research is very urgent because it will produce critical and creative characteristics of students in responding to various social and societal phenomena. In adult education terminology, giving

personal trust to students will impact the formation of maturity, independence, and creativity in every action. Intellectual capacity and capability will mean nothing if they cannot be implemented in real life in society (Corsini et al., 2021). Intellectual capacities and capabilities will be meaningful if they can be applied to solve real-life societal problems. In this regard, the results of this development are expected to make a real contribution to building students' intellectual capacities and capabilities relevant to the situations and conditions of student life (Korkmaz et al., 2020).

Higher education as a science developer requires lecturers to conduct studies and research on learning models that are relevant to efforts to create students as agents of change in society. The speed of changes in the demands of society, including students as an academic community, requires a fast response among lecturers to develop learning models that can respond to societal changes (Li & Yu, 2022). The learning model, which only relies on the transfer of information, cannot provide adequate provisions for student life in the community. In this regard, the learning model in tertiary institutions must immediately be changed towards the transfer of learning, which emphasizes learning how to learn behavior so that students can self-learn and teach others (Nuere & De Miguel, 2021).

This research will inspire lecturers that the role of lecturers in learning is to facilitate students in exploring and self-actualizing all their potential and utilizing the environment's potential as a source and learning media. Thus, the lecturer is not the only source of knowledge that holds the sole authority in building students' capacity, capability, and integrity but functions more as a learning facilitator (Kossybayeva et al., 2022).

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Research on the development of learning models based on learning creativity will also significantly contribute to the reform of learning in higher education which has so far been considered incapable of making changes to students. Students cannot explore and actualize the academic competencies they already have in real life in society (Gallagher & Savage et al., 2020). It is hoped that this research will also be able to enlighten lecturers and students that the learning model is a dynamic process that continuously requires study, development, and updating to contribute to changes in student attitudes and behavior (Pribudhiana et al., 2021).

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The product specifications that will be developed in this research are (1) a description of social phenomena, (2) an information bank about social phenomena, (3) cognitive analysis guidelines, (4) cognitive organization, (5) a reduction of cognitive dissonance, (6) cognitive synthesis (Samuel et al., 2022). The steps for implementing this innovative product are (1) students collect information about various phenomena that exist in society; (2) an explanation of the strategy for analyzing information about social phenomena that students bring to class; (3) building discussion groups; (4) an explanation of the teaching material framework and course learning outcomes; (5) carrying out critical discussions about the information on social phenomena within the framework of teaching materials for the PNFI course; (6) lecturers provide responses related to the content and process of the discussion; (7) returning the discussion to the principles of quality of argumentation, recognition of academic truth, and respect for public opinion; (8) an explanation of the main points of the discussion that must be arranged in the preparation of teaching materials; (9) comprehensive model audit and confirmation; and (10) product implementation (Patiño et al., 2023).

The detailed steps for managing social life experiences as material for composing learning messages are carried out in several stages, namely (1) students collect information on various social phenomena that are known and experienced in their lives; (2) the lecturer provides an explanation of the strategy for analyzing social phenomena which is shared by students in class forums; (3) lecturers and students form discussion groups; (4) lecturers and students discuss the framework of learning messages and learning outcomes of the course; (5) lecturers and students carry out critical discussions about information on social phenomena within the framework of teaching materials; (6) lecturers provide responses related to the content and process of the discussion; (7) lecturers and students return to discussions with qua argumentative principles, acknowledgment of academic truth, and respect for public opinion; (8) the lecturer provides explanations and opinions about the main points of the discussion that must be arranged in the preparation of teaching materials; (9) comprehensive audit and confirmation of the theoretical model; and (10) limited product trials and implementation (Li et al., 2020).

Based on the description above, this applied research aims to formulate a conceptual model of a strategy for increasing student

learning creativity through the Sharing-Displaying-Analyzing-Constructing learning model of students' social life experiences; develop a conceptual model of strategies for increasing student learning creativity through the Sharing-Displaying-Analyzing-Constructing learning model of students' social life experiences; and constructing a conceptual model of strategies for increasing student learning creativity through the Sharing-Displaying-Analyzing-Constructing learning model of students' social life experiences.

LITERATURE REVIEW

Learning is a process of processing information by involving the physical and psychological aspects of learning participants and the environment to produce a piece of knowledge, technology, and art that is meaningful for the lives of themselves, others, and their environment. From the perspective of psychosocial studies, learning is a process of individual self-development chronologically influenced by the field of study, the local community, and culture (AbuKhousa et al., 2023). In a natural learning process, contradictory events often occur between success and failure, interest and apathy, diligence and laziness, consistent and inconsistent, capable and incapable, and disciplined and undisciplined, affecting the quality of learning outcomes. According to the theory of mental development, this condition is thought to result from various mental processes that occur in a person, referred to as motives, needs, desires, and drives for various psychological problems (Menton et al., 2020). This is a determinant factor that determines the learning behavior of adults, who are always influenced by various internal and external aspects of the learners concerned.

In subsequent developments, this mental process will always be influenced by various psychosocial factors such as learning readiness, learning orientation, social and environmental situations, culture and study habits, innate social factors, and students' learning experiences. According to this theory, adult learning must be designed according to mental development and pay attention to the environmental situation that becomes the field of adult learning (Rahiem, 2021). Adults will learn if learning materials and processes always involve the environment and pay attention to physical and psychological conditions. Learning will be more effective if learning tools, learning processes, and objectives are directed at the learning participants' interests and involve the learning participants' psychology and environment (Tan et al., 2020).

The learning process resulting from the cognitive structure is a form of meaningful learning designed from understanding, knowledge, and thought organization to produce a concept of information. Therefore, teaching participants to process information is critical in implementing independent learning practices by learning participants (Annansingh, 2019). The experience of educational learning participants in the form of work experience, family experience, the experience of solving life and work problems, and the experience of interacting with

the surrounding environment is an essential factor in determining the learning model (Çoban, 2022).

In connection with the study of independent learning, the philosophy of learning, learning can be interpreted as a human activity to process information by optimally utilizing community learning resources and media. According to Wedemeyer, in Kadarko, the selected learning resources and media must have the goal of (a) freeing the learner from regular learning patterns, (b) opening up learning opportunities according to ability, and (c) building an instructional pattern that guides the learner in carrying out self-directed learning (Makruf et al., 2022). According to humanistic psychologists, the theory of self-learning is a form of self-directing learning that provides opportunities for learning participants to exercise thought and exercise learning behavior (Jurs & Špehte, 2021).

Independent learning is one of the learning patterns required in educational programs. In addition to face-to-face learning in the classroom, study participants must also carry out independent learning activities in their environment to work on the learning materials listed in the equivalence education curriculum. The obligation that the facilitator must carry out regarding independent learning is to provide sufficient space and time for learning fields so that they can study well according to their needs and opportunities (Morris, 2019). The learning model must provide opportunities for creating student learning activities to carry out effective independent learning. The facilitative learning model with the operational basis of self-directing learning formulated in this study is deemed capable of answering the problems that arise concerning the effectiveness of independent learning (Zhu et al., 2020).

From the perspective of andragogy theory, learning is not only a preparation to understand things that are not yet known in the future life, but also the whole of individual life throughout life. The involvement of learning participants in the learning process is based on the fact that learning participants have a wealth of experiences that can be used as learning material, have a strong self-concept in playing themselves in different lives, have unique learning readiness according to their interests and needs; learning orientations are different from young children, so learning strategies are needed that are following their characteristics, require knowledge (Lee et al., 2019).

According to a review of field theory, learning is a person's mindset and behavior influenced by the surrounding environment. According to this theory, the surrounding environment shapes one's understanding of what one thinks and will do. The structure of attitudes and behavior concerning the environment is determined more by environmental elements that can form a concept that will be realized in attitudes and behavior toward the environment (Herdiansyah et al., 2021). Concerning education, the various concepts and learning theories mentioned above have a great fit and contribution to the formulation of teaching materials and teaching styles of learning

participants. Each element of learning, including facilitators, technical personnel, and learning resources, must have a strong "hook" or connection with the principles of field theory. Facilitators and learning participants are inseparable from the environment, and both must interact based on shared interests in the educational interaction system (Tay et al., 2022).

The success of learning in an educational institution is influenced not only by the intelligence of instructors and students, but also by the accuracy with which learning models are selected and implemented. Learning must place the educator, not in the capacity of a teacher but as a learning facilitator who functions as (1) a catalyst (accelerating the process of learning), (2) a resource linker (connecting various learning resources), (3) process helper (learning process helper), and (4) solution helper (learning problem-solving assistant) (Estrada et al., 2021).

A person's creativity is closely related to imagination and strong brain work. With a creative attitude, everything that is considered complicated (complicated) will be simplified and easier to understand. A creative attitude will also enrich one's mindset because creative people do not like to repeat something obvious or past and will complete work differently than others (Smyrnaiou et al., 2020). Creative people also don't want to take information for granted without proving it first and will continue to look for something new. Creative people solve problems in new ways, always pay attention to environmental factors, think parallel in responding to problems, and are open, flexible, and free to express themselves (Perreault et al., 2022).

METHOD

This study used a qualitative and quantitative descriptive approach with an educational research and development design written by Borg and Gall. Educational Research and Development, often referred to as R&D, is a research process that aims to develop and validate educational products in the form of learning objectives, methods, methods, procedures, curriculum, and evaluation, both hardware and software. The ultimate goal of educational R&D is the creation of new products to improve the performance of educational and learning work. Thus, the learning process becomes more effective and efficient and follows the demands of the needs. In this study, the educational product that will be validated is the learning model, which includes learning procedures, learning strategies, learning substance, learning objectives, and learning evaluation (Sa'adah, 2021).

RESULT AND DISCUSSION

Learning Creativity in Education

Creativity is not purely innate behavior or talent; rather, it is the result of an educational process that optimally involves the environment's potential, the ability of educators to alter the environment's potential as learning capital, and the character engineering of students as learning subjects. In other words, creativity

will emerge after undergoing a social engineering process encompassing all parts of the environment linked to learning subjects and learning systems. In this topic, social engineering refers to the building of a cultural climate that is both innovative and general. According to Silvano Arieti, Creativogoneic is a culture that supports, encourages, fosters, and enables the development of creativity in one's life system (Jääskeläinen et al., 2020).

Creativity, as a comprehensive sector of academic activity, is relatively young compared to other learning ingredients, and empirical research is now being conducted on the topic. The study of creativity was only revealed empirically in the context of learning after the Second World War through Guilford's historic 1950 speech as President of the American Psychological Association (APA), which emphasized "the appalling neglect" of the significance of the study of creativity and reminded society of the need for creativity through various learning and education systems. In addition, the 1957 launch of Sputnik was perceived as a danger to the United States' ability to maintain technological superiority, which ultimately drove the country to emphasize the development of student creativity in the classroom. Educators view both of these occurrences as precursors to the emergence of the creative component as an empirical study in many learning systems.

As a result of successive advances, creativity has become an essential topic of study in the education system and has spread to a variety of human activities in both the school system and the workplace. In addition to intellectual, emotional, social, and spiritual intelligence, creativity is an essential component of a person's intelligence system. The fundamental premise of creativity can be traced back to the capacity for convergent and divergent thought. Convergent thinking with logical reasoning and leading to the 'right' solution is the process upon which traditional intelligence measurement is based, whereas divergent thinking is a pattern of thought that generates several ideas and is the most obvious evidence of creativity.

Some of the creative characteristics raised in various sources which are then adapted into learning creativity are starting work with pleasure, utilizing the environment as a learning medium, trying to explore something that is not yet understood, liking to learn something that other people do not know, it is not easy to agree with something that has not been proven true, likes to explore something that is not yet known (high achievement motivation), likes to convey new experiences to others, likes to use or take advantage of information that is considered new, learn something ultimately, clever or likes to analogize virtual or fictitious problems into the real world that are easy to understand, diligent in attending learning activities, does not like truant in learning activities, diligent in studying independently, both at home and in class, rarely late in attending activities.

Besides that, learning creativity can also be seen from the performance of the learning participants in the form of liking to answer

questions from the facilitator or other friends, never being late in completing learning obligations, daring to argue and asking for clarification from the other person/dialogue when the problem being discussed is considered incomplete or not correct, able to finish work earlier than others, good at using and choosing language that is easily understood so that complicated problems become simple, likes to provide alternative answers or solutions in each problem, does not like repeating clear conversations, easy to adapt to new situations, good at making the atmosphere fresh and exciting because of the fresh ideas, able to decide problems quickly and accurately, apply learning outcomes in real life, admit weaknesses and the strengths of others (honest about their abilities), obedient to commitments and mutual agreements, their abilities are recognized by others, like to provide learning assistance to others, confident in the decisions and work that has been done.

A matter of criteria is one of the most essential aspects of growing creativity. Specialists are largely in agreement that it is difficult to create the correct criteria for discovering and cultivating creativity. Because creativity is a multidimensional concept, it is impossible to isolate creativity from other human characteristics and behaviors, including intelligence, as stated by Makiguchi. In addition, the results of the research conducted indicate that the majority of teachers prefer youngsters with high IQs above those with a solid creative foundation. The data demonstrate that creativity has various benefits, including the ability to solve difficulties and the ability to solve problems by individuals with a high IQ.

In many ways, creativity has a close relationship with independence and is often juxtaposed as an aspect always in pairs. In the context of this study, the learning independence of learning participants is the ability to teach participants to cope with and carry out learning activities, consistency, and continuity of learning without always depending on the existence of a facilitator. This independence can also be seen in the courage of the learning participants in conducting dialogue with the facilitator, the courage in finding and obtaining resource persons, the courage and success in solving learning problems, the courage and ability to discuss/dialogue with colleagues, peers, and other resource persons to solve learning problems. Therefore, this study includes independence as a form of creativity.

To create an environment that fosters the creativity of learning participants, the facilitator who operates as a reforming agent must be able to position himself as a facilitator or learning companion who acts as a catalyst, process assistant, resource linker, and problem-solving assistant. In this method, the facilitator not only transfers knowledge to the students, but also lays a greater emphasis on the transmission of process. According to Munandar, the teacher's role as a facilitator can be seen from his function as a model, value builder, interest generator, and functional assessor of students.

In addition, learners or educators must also learn to be open to new information, accept and respect the opinions of learning participants, be flexible in thinking and behaving, respect the fantasies and imagination of learning participants, giving freedom to expression and actualization through media and learning facilities.

Student's View of the Essence of Learning Success

Students have their terminology about what is meant by the nature of learning success. Learning success, which has been determined entirely by lecturers, is now trying to be brought into the realm of students as learning subjects responsible for their future.

Student understanding of the nature of learning can be examined in the following description:

1. Understand the material presented by the lecturer
2. Able to apply learning outcomes on campus
3. Achievement of learning objectives listed in the lesson plans
4. There is an increase in knowledge
5. Find ways to learn on your own
6. Able to develop learning materials
7. Finding innovation in learning
8. Able to solve and solve life's problems
9. Able to actualize learning outcomes in real life
10. Able to actualize learning outcomes on an ongoing basis
11. Convey learning outcomes for the benefit of others
12. There has been a change for the better
13. Produce work
14. Able to reflect on life experiences

Considering the descriptions and opinions of the students mentioned above, it can be explained that the parameters of learning success are not only measured by the grades or scores obtained but rather by the achievement of academic qualifications in the terminology of the application of life in society. Almost no opinion says that learning success is the attainment of a score or graduation in a study marked by an award or certification. In situations like this, the learning evaluation model must also be reconstructed and redesigned to be more relevant to student needs and can provide appropriate justification for student qualifications concerning academic and empirical mastery.

Learning Situation Through Student Social Life Experience

In life-based social learning, there are several signs that lecturers can take as an effort to build student readiness to be fully involved in learning interactions, namely:

1. Inform students about the vision and mission of learning in higher education programs
2. Do an exploration of the nature of learning and learning first by deconstructing and reconstructing learning
3. Discuss and carry out learning contracts within a particular time

4. Discuss learning objectives with students so that students understand and are ready to make changes
5. Discuss the position and setting of learning according to the characteristics of students as adults and lecturers as learning facilitators
6. Avoid positions and learning settings that seem interrogative and interventive, which have the potential to cause negative relationships between students and lecturers
7. Start learning activities when students are ready to learn
8. Conduct introductory learning by using apperception (springboards) that are relevant to real life and immediately involve students to interact in learning
9. Prepare words or sentences that are persuasive, reward, reinforcement, or punishment that are educative (if needed) to increase learning motivation
10. Prepare an ice-breaking strategy to build and maintain a fun learning atmosphere
11. Prepare learning assistance strategies so that students actively respond to learning by asking, answering, arguing, rejecting, or agreeing
12. Give enough time for students to respond to learning, and do not rush to continue before there is a student response
13. Prepare relevant strategies to help solve learning barriers
14. Complete the problem-solving strategy that you propose with various weaknesses and strengths that will likely emerge in the future, so that students can consider and anticipate all the impacts of their decisions.
15. Get used to all your assistance and guidance to students in an alternative manner so that students are not impressed with feta-comply or forced to follow your opinion, which has the potential to cause rejection.
16. Try to empathize with students, accept students' existence fairly, and provide respectful and motivating statements and opportunities for students to develop new ideas.
17. Respond to each problem in a precise and measurable manner and let the discussion process run on its own without excessive intervention from the lecturer
18. Prepare an evaluation strategy with a critical reflective character to arouse students' enthusiasm for self-evaluation, self-determination, self-improvement, and self-awareness.

In learning facilitation, learning orientation is directed from the habit of transferring knowledge towards the transfer of the process, which emphasizes the formation of students' abilities to process information comprehensively. In this way, students are expected to be able to do and understand a good way of learning.

Some things that lecturers can do in transformative learning interactions are as follows:

1. Discuss lesson plans

2. Together with students, formulate learning objectives
3. Students understand the vision and mission of learning together
4. Discuss learning materials
5. Invite students to design learning settings
6. Inviting students to plan a study evaluation pattern
7. Inviting dialogue, discussing and expressing students' feelings
8. Exploring student ideas as basic learning materials
9. Provide reinforcement, encouragement, and educative advice according to student needs
10. Appreciate and respect the opinions of students
11. Remind and invite students to study hard
12. Accepting the existence of students as they are naturally
13. Appreciate student achievements and encourage them to continue to excel
14. Facilitating students to find and search for learning resources independently without depending on lecturers' gifts and orders
15. Discuss learning media that students can use
16. Provide choices of learning resources
17. Facilitating students in solving learning problems
18. Facilitate finding alternative solutions to problems
19. Utilizing student ideas to solve learning problems
20. Provide an overview of the possibility of the emergence of learning barriers
21. Encouraging students to make their own decisions responsibly.

In connection with the role of the lecturer as a learning facilitator, as mentioned above, several requirements must be understood by the lecturer so that he can carry out his duties properly, namely:

1. Understand the philosophy of learning
2. Understanding the learning organization system
3. Understanding the characteristics of students
4. Understanding the environment and learning settings correctly,
5. Understand learning resources that are relevant to student needs
6. Able to position himself as a learning partner
7. Able to position themselves as leaders of learning organizations
8. Be able to identify learning needs correctly
9. Able to socialize learning needs to students.

Concerning the results of the validation above, implementing the learning model through social life experiences needs to be preceded by efforts to increase lecturers' understanding and ability to manage students. Students must be treated as empowered, intelligent beings with the potential to act and react to objects. Increasing the ability of lecturers in transformative learning is intended as an effort to prepare lecturers to carry out learning models so that they have a clear understanding of the philosophy and spirit of transformative learning models.

CONCLUSION

The learning model, through expressing and recording students' social life experiences, has significantly contributed to increasing students' critical power and learning creativity. The impact (outcome) of learning through this social life experience is the formation of self-confidence and student responsibility in various actions. Confidence and responsibility are formed due to the freedom of thought and action given by the lecturer while participating in learning as a manifestation of the recognition of learning participants as learning subjects. Increasing the capacity of lecturers is emphasized understanding the importance of student's social life experiences as teaching materials that are relevant to contemporary life, the nature of educational programs in tertiary institutions, the importance of learning creativity in students, the nature and models of learning facilitation in increasing learning creativity; learning creativity as a form of learning outcomes, the role of lecturers and students in learning interactions, persuasive words in learning facilitation, learning facilitation and an atmosphere of educational interaction between lecturers and students, and measurement, evaluation, and monitoring of student learning outcomes; the nature of life-based learning, and strategies to increase lecturer understanding in this transformative learning include the following steps.

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