



# The Level of Participants Creativity in Learning Sewing Skills at the Korsa Sewing Course Institution Malang City

Sofiana Fitria Anggraini, Endang Sri Redjeki, Umu Da'watul Choiro

Department of Non formal Education State University of Malang, Jl. Semarang No.5 Malang

Email: [fitriasofiana2592@gmail.com](mailto:fitriasofiana2592@gmail.com)

## Abstract

The purpose of this research was to determine: The level of creativity of participants in taking part in learning sewing skills at the Korsa Course in Malang City. The results of the research show: 1) The level of creativity of participants in participating in fluency thinking fluency skills learning has an average of 3,24 and the percentage of this sub variable has 3 indicators, namely imagination, freedom in thinking, getting more than 1 idea, you can get a score from the whole namely 80,92% which is categorized as very high. 2) The level of creativity of the participants in terms of flexibility of thinking has an average score of 3,16 and the percentage of this sub variable has 2 indicators, namely point of view, and spontaneous thinking when seeing something. The overall score can be obtained, namely 78,31% which is categorized as very high. 3) Overall, the assessment of the level of creativity of participants in taking part in learning original thinking skills (originality) in creating unique ideas/scenes has an average score of 3,13 and the percentage score is 77,47% or the same as very high. (4) Overall, the assessment of the level of creativity of participants in participating in elaboration skills learning to describe and develop ideas has an average score of 3,18 and the percentage score is 79,46% or the same as very high.

**Keywords:** sewing courses, creativity

## 1. Introduction

Indonesia is one of the countries with the largest population. Although the number of people of working age is currently increasing, not all Indonesian citizens have a job. Employment problems according to (Malik, 2016) have one of the employment problems in Indonesia, namely the limited absorption capacity of the economy compared to the increase in the labor force, which results in an imbalance between supply and demand for labor which increases. To solve this problem, non-formal education can help people develop potential skills.

Since the emergence of Covid-19 in Indonesia in 2020, which has been growing rapidly, the Indonesian people have experienced a drastic decline in economic income. This phenomenon is disastrous for employment, especially when social distancing is implemented, people are asked to avoid physical contact, stay at home, avoid crowds, always wash their hands, and use masks consistently during the implementation of social distancing, which was later changed to physical distancing, because this phenomenon endangers employment during the COVID-19 pandemic all activities switch from those carried out directly to those carried out online or through the network. Not only work is stopped, but also worship is stopped, schools are closed while learning through Zoom or Google Classroom meetings, and the worst is office employees who work from home. As a result, many people have lost their source of income due to layoffs or moving.

Based on the Law of the Republic of Indonesia Number 20 of 2003 article 13 Chapter VI section 1 paragraph (1) (Gordon, 2003), there are 3 recognized education channels, namely formal education (schools), non-formal education (equivalency and courses), and informal education (family environment). Creativity is included in non formal education which has been explained in article 26 of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter V paragraph (5) which explains that non-formal education, or courses and training, is given to people who need knowledge, skills, attitudes, and life skills to start a career, work, independent business, or continue education.

Based on the Law on the National Education System of the Republic of Indonesia Number 20 of 2003 (Gordon, 2003), life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, and equivalency education are examples of non-formal education programs that aim to improve students' abilities. Out-of school education, also known as non-formal and informal education pathways, is education organized outside the school system and aims to improve the quality and quality of human resources through education and skills training relevant to society. Courses according to the Decree of the Director General of Out-of-School Education, Youth and Sports (Dirjen Diklusepora) of the Ministry of Education and Culture number: Kep105/E/L/1990 (Sugandiko, 2016) concerning: the basis for the guidance and development of out-of-school courses organized by the community is as follows: Courses are out-of-school education units that provide various types of knowledge, skills, attitudes, and mentality for students who need provisions to develop themselves, find work, and continue their education.

According to Mary Mayesky in (Wahyuniati & Abdillah, 2017) The diversity of approaches and ways of thinking of each person in creating something is what is meant by creativity. Therefore, the ability to think and behave original is what is meant by creativity. With the growth of creativity in course participants, it will make it easier for them to find work in certain fields or in creating new jobs. As time goes by, the development of technology and information occurs quickly and rapidly, this requires improving the quality of human resources so that they can become effective subjects of development. In Indonesia, the majority of people tend to prioritize formal education, which is also required by the government up to the senior secondary education level. However, the formal education system focuses more on theory than practice, so the specialized skills acquired are limited. This raises concerns that simply relying on available jobs or developing one's own business may not be enough.

Sewing skills according to Warsini Suprihatin (Aisyiyah & Mulyono, 2021) come from the Javanese word skillful which means capable of doing something, so what is meant by skill is the ability to do something carefully, well, and expertly. Sewing courses, especially for women, are in high demand because they help people be creative and develop their potential. Sewing courses also have a management that is easy to understand, digest, and the implementation process can be done well so that people can achieve their goals with the potential of each individual. Creativity can be possessed by someone from birth in a certain field but not everyone can produce creative work in all fields, therefore it is necessary to encourage or trigger the creativity of course participants such as at the Korsa Malang Sewing Course.

Korsa course is a sewing course located in the community in Malang city, East Java. Korsa course institution in collaboration with corporate social responsibility (CSR) korea tobacco and gingseng KT&G and friend who support all needs with free, one of the courses that does not charge a penny from start to finish to participants who are serious about following the Korsa sewing course so that with this fairly free course, researchers are interested in finding out whether the participants underestimate the learning skills of this course, and whether the courses provided by this have an effect on increasing the creativity of participants in sewing courses. In a situation like this, sewing courses like Korsa Malang become very relevant. People are starting to realize the importance of sewing skills as an alternative to earning additional income or even as a main business. Sewing is not only a useful skill in repairing or creating clothes, but can also be used to make other products such as cloth masks, household supplies, and fashion accessories.

However, to succeed in this course, creativity is key. Trainees at sewing course institutions, such as KORSA Malang, need to have creative skills in order to adapt to changing trends and customer needs. In addition, courses like KORSA Malang play an important role in providing training and education to the community, especially for those who want to start a new career or business in fashion and sewing. Therefore, it is important to understand how sewing courses at this institution can affect the level of creativity of trainees, as this will impact their ability to compete in an increasingly competitive market. From the description above, the presence of the Korsa sewing course which does not charge a penny raises a question researchers are interested in finding out whether the course provided by Korsa has an effect on increasing the creativity of participants in this fairly free sewing course. So that researchers are interested in conducting research at the Malang City Korsa sewing course with the title "The Creativity Level of Participants in Following Sewing Skills Learning at the Malang City Korsa Course Institution".

## 2. Method

This study uses descriptive quantitative research methods. (Sugiyono, 2011) explains that quantitative research methods are methods based on the philosophy of positivism, used in researching samples and research populations. Quantitative research is research that presents data in the form of numbers as the result of its research. Descriptive research method is a method in researching the status of human groups, an object, a condition, a thought, or a current event. Quantitative descriptive research is research that describes variables as they are supported by data in the form of numbers generated from actual circumstances.

Population according to (Sugiyono, 2011) is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. This study has a population of advanced class 11 course

participants who have completed learning basic sewing course skills as many as 63 people. According to (Arikunto, 2017) the sample is a measure of the value and characteristics of the population. The sampling technique is carried out so that the sample taken can represent the population, so that the researcher gets enough information to describe the population, the subject of this research is the advanced class level of the Korsa course class 11 2023 who have run the beginner level sewing course. In determining the sample size, researchers used total sampling. Total sampling is a sampling technique where the number of samples is the same as the population. The reason for taking total sampling is because the population is less than 100. So the number of samples in this study was 63 people.

For this study, data was collected through a questionnaire. Research that calculates variables using a questionnaire / questionnaire instrument by testing the quality of the data obtained. A good instrument must meet the requirements, namely valid and reliable. According to (Sugiyono, 2011) the Likert scale is a scale used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. Likert scale is used in this research which allows course participants to be able to choose one answer from the four options available in each item, and the answer is not claimed to be right or wrong. With a Likert scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling instrument items which can be in the form of statements or questions.

To check the effectiveness of the instrument, validity and reliability tests. The data analysis used in this study used quantitative descriptive analysis techniques with percentages and was not correlated so that this study did not intend to seek explanations, examine hypotheses and make predictions, this type of research data is nominal.

### 3. Results and Discussion

#### 3.1 Result

From the data obtained, the level of creativity of participants in learning sewing skills at the Korsa sewing course institution has 4 creativity with 8 indicators. The first indicator is fluency of thinking (fluency) of imagination. The frequency and percentage results are as follows:

Number of statements	Score								Average	% from score maximum
	1		2		3		4			
	f	%	f	%	f	%	f	%		
1	0	0,00	3	4,80	43	68,30	17	27,00	3,22	80,56
2	0	0,00	4	6,30	45	71,40	14	22,20	3,16	78,97
3	1	1,60	5	7,90	40	63,50	17	27,00	3,16	78,97
4	0	0,00	11	17,50	38	60,30	14	22,20	3,05	76,19
Average total score									3,15	78,6725

Tabel 1. Results of Frequency and Percentage of Imagination

Based on table 1, it can be explained that the score of the participants' creativity level in participating in learning fluency skills of imagination as follows: (1) The level of imagination in applying basic patterns with an average score of 3.22 and a percentage of 80.56%, (2) The level of imagination in using or exploring sewing machine features creatively with an average score of 3.16 and a percentage of 78.97%, (3) The level of imagination in creating new designs and changing basic patterns according to creative ideas with an average score of 3.16 and a percentage of 78.97%, (4) The level of imagination when designing or sewing new challenging projects with fresh creative ideas with an average score of 3.05 and a percentage of 76.19%. Overall, the assessment of the level of creativity of participants in participating in learning fluency skills of imagination has an average score of 3.15 and the percentage score is 78.67% or

equal to Very High. While the second indicator is (fluency) freedom in thinking. The frequency and percentage results are as follows:

Number of statements	Score								Average	% from score maximum
	1		2		3		4			
f	%	f	%	f	%	f	%			
5	0	0,00	2	3,20	37	58,70	24	38,10	3,35	83,73
<i>Continued Table</i>										
Number of statements	Score								Average	% from score maximum
	1		2		3		4			
f	%	f	%	f	%	f	%			
6	0	0,00	2	3,20	37	58,70	24	38,10	3,35	83,73
7	0	0,00	0	0,00	40	63,50	23	36,50	3,37	84,13
8	0	0,00	1	1,60	40	63,50	22	34,90	3,33	83,33
9	0	0,00	5	7,90	39	61,90	19	30,20	3,22	80,56
Average score									3,32	83,10

Table 2. Result of Frequency and Percentage of Fluency of Freedom in Thinking

Based on table 2, it can be explained that the score of the participants' creativity level in participating in learning fluency skills for freedom of thought is as follows: (1) Freedom of thought helps develop sewing skills thoroughly with an average score of 3.35 and a percentage of 83.73%, (2) Freedom of thought affects the level of motivation in carrying out sewing hobbies with an average score of 3.35 and a percentage of 83.73%, (3) Freedom of thought affects oneself in carrying out the sewing profession with an average score of 3.37 and a percentage of 84.13%, (4) Having the opportunity to explore creative ideas when sewing with an average score of 3.33 and a percentage of 83.33%, (5) Freedom of thought brings satisfactory results in sewing projects with an average score of 3.22 and a percentage of 80.56% Overall, the assessment of the level of creativity of participants in participating in learning fluency skills (fluency) freedom in thinking has an average score of 3.32 and the percentage score is 83.10% or equal to Very High (ST). Furthermore, the third indicator is (fluency) getting more than one idea. The frequency and percentage results are as follows:

Number of statements	Score								Average	% from score Maximum
	1		2		3		4			
	f	%	f	%	f	%	f	%		
10	1	1,60	5	7,90	36	57,10	21	33,30	3,22	80,56
11	0	0,00	3	4,80	45	71,40	15	23,80	3,19	79,76
12	0	0,00	3	4,80	43	68,30	17	27,00	3,22	80,56
Average total score									3,21	80,29

Tabel 3. Result of Frequency and Percentage of Fluency Getting More than One Idea

Based on table 3, it can be explained that the score of the participants' creativity level in participating in learning fluency skills gets more than 1 idea as follows: (1) Practicing the idea of pattern breaking techniques to fit the body size with an average score of 3.22 and a percentage of 80.56%, (2) Can interpret sewing pattern drawings with an average score of 3.19 and a percentage of 79.76%, (3) Planning steps to continue to improve sewing skills by deepening the sewing system with an average score of 3.22 and a percentage of 80.56%.

Overall, the assessment of the level of creativity of participants in participating in learning fluency skills (fluency) getting ideas more than 1 has an average score of 3.21 and the percentage score is 80.29% or equal to Very High. Then the fourth indicator is flexibility of point of view. The frequency and percentage results are as follows:

Number of statements	Score								Average	% from score maximum
	1		2		3		4			
	f	%	f	%	f	%	f	%		
13	0	0,00	6	9,50	39	61,90	18	28,60	3,19	79,76
14	0	0,00	9	14,30	36	57,10	18	28,60	3,14	78,57
15	2	3,20	4	6,30	41	65,10	16	25,40	3,2	77,38
Average total score									3,18	78,57

Tabel 4. Result of Frequency and Percentage of Viewpoint Flexibility

Based on table 4, it can be explained that the score of the participants' creativity level in participating in learning the flexibility of thinking skills (flexibility) point of view as follows: (1) How to look at pattern drawings in designing and sewing clothes with an average score of 3.19 and a percentage of 79.76%, (2) How to respond to new challenges in sewing such as trying more complex patterns or new techniques with an average score of 3.14 and a percentage of 78.57%, (3) How to break down patterns and apply them during sewing practice with an average score of 3.2 and a percentage crati eat existy thinking flexibility point of view has an average score of 3.18 and the percentage score is 78.57% or equal to Very High. The fifth indicator is flexibility in thinking spontaneously when seeing something. The frequency and percentage results are as follows:

Number of statements	Score								Average	% from score maximum
	1		2		3		4			
	f	%	f	%	f	%	f	%		
13	0	0,00	6	9,50	39	61,90	18	28,60	3,19	79,76
14	0	0,00	9	14,30	36	57,10	18	28,60	3,14	78,57
15	2	3,20	4	6,30	41	65,10	16	25,40	3,2	77,38
Average total score									3,18	78,57

Tabel 5. Result of Frequency and Percentage of Flexibility Thinking Spontaneously When Seeing Something

Based on table 5, it can be explained that the score of the participants' creativity level in participating in learning the flexibility skill of thinking spontaneously when they see something as follows: (1) The ability to think spontaneously in creating new solutions to problems that arise when sewing with an average score of 3.03 and a percentage of 75.79%, (2) Thinking spontaneously looking for inspiration from other sources such as fashion magazines or social media to increase creativity with an average score of 3.31 and a percentage of 81.35%, (3) The level of spontaneous thinking when trying to solve complex patterns with an average score of 3.08 and a percentage of 76.98%. Overall, the assessment of the level of creativity of participants in participating in learning the flexibility skill of thinking spontaneously when seeing something has an average score of 3.14 and the percentage score is 78.04% or equal to Very High. In the sixth indicator, originality creates something/idea that is new. The frequency and percentage results are as follows:

Number of statements	Score								Average	% from score maximum
	1		2		3		4			
	f	%	f	%	f	%	f	%		
13	0	0,00	6	9,50	39	61,90	18	28,60	3,19	79,76
14	0	0,00	9	14,30	36	57,10	18	28,60	3,14	78,57
15	2	3,20	4	6,30	41	65,10	16	25,40	3,2	77,38
Average total score									3,18	78,57

Tabel 6. Result of Frequency and Percentage of Originality Creating Something/idea that is New.

Based on table 6, it can be explained that the score of the participants' creativity level in participating in learning original thinking skills (originality) creating something / a new idea as follows: (1) The level of ability in creating new and original designs using basic patterns in sewing with an average score of 3.19 and a percentage of 79.76%. (2) Combining new elements or changing basic patterns to create new ideas with an average score of 3.1 and a percentage of 77.38%. (3) The level of confidence in creating original designs with an average score of 3.16 and a percentage of 78.97%. (4) Willingness to share new ideas with others to inspire and develop each other with an average score of 3.38 and a percentage of 84.52%. Overall, the assessment of the level of creativity of participants in participating in learning original thinking skills (originality) creating something / a new idea has an average score of 3.21 and the

percentage score is 80.16% or equal to Very High. In the seventh indicator, originality creates a unique idea to see something. The frequency and percentage results are as follows:

Number of statements	Score								Average	% from score maximum
	1		2		3		4			
	f	%	f	%	f	%	f	%		
23	2	3,20	13	20,60	32	50,80	16	25,40	3,05	73,81
24	0	0,00	8	12,70	33	52,40	22	34,90	3,22	80,56
25	2	3,20	9	14,30	39	61,90	13	20,60	3,07	74,21
26	0	0,00	16	25,40	34	54,00	13	20,60	2,95	73,8
27	2	3,20	10	15,90	37	58,70	14	22,20	3,07	74,21
Average total score									3,07	75,32

*Table 7. Result of Frequency and Percentage of Originality Creating Unique Ideas*

Based on table 7, it can be explained that the score of the participants' creativity level in participating in learning original thinking skills (originality) creating something/unique ideas as follows: (1) More traditional or classic sewing ideas to create clothes with classic traditional styles with an average score of 3.05 and a percentage of 73.81%. (2) Interested in creating unique and original designs with an average score of 3.22 and a percentage of 80.56%. (3) Assessing the ability of a design that is considered unique and original with an average score of 3.07 and a percentage of 74.21%. (4) Combining various sewing techniques to create unique and innovative new works with an average score of 2.95 and a percentage of 73.8%. (5) The level of ability when finding characteristics as one's own design with an average score of 3.07 and a percentage of 74.21%. creativity of arias in afieleing in learning original thinking skills (originality) creating something/unique ideas has an average score of 3.07 and the percentage score is 74.21% or equal to Very High. The last indicator is elaboration to elaborate and develop ideas. The frequency and percentage results are as follows:

Number of statements	Score								Average	% from score maximum
	1		2		3		4			
	f	%	f	%	f	%	f	%		
28	0	0,00	6	9,50	42	66,70	15	23,80	3,14	78,57
29	0	0,00	2	3,20	41	65,10	20	31,70	3,29	82,14
30	0	0,00	4	6,30	42	66,70	17	27,00	3,21	80,16
31	0	0,00	10	15,90	38	60,30	15	23,80	3,08	76,98
Average score									3,18	79,46

*Table 8. Frequency and Percentage Results of Elaboration Elaborating and Developing Ideas*

Based on table 4.8, it can be explained that the score of the participants' creativity level in participating in learning elaboration skills elaborates and develops ideas as follows: (1) The ability to elaborate and develop ideas when working on stitching project orders with an average score of 3.14 and a percentage of 78.57%. (2) The ability to apply ideas when understanding images with an average score of 3.29 and a percentage of 82.14%. (3) The ability to develop ideas when understanding images with an average score of 3.21 and a percentage of 80.16%. (4) The ability to face the challenge of completing a sewing project according to a predetermined time with an average score of 3.08 and a percentage of 76.98%. Overall, the assessment of the level of creativity of participants in participating in learning elaboration skills and developing ideas has an average score of 3.18 the percentage score is 79.46% or equal to very High.

### 3.2 Discussion

The level of creativity of fluency of thinking participants (fluency) From the results of collecting 63 respondents who took part in learning sewing skills at the Korsa sewing course institution in the fluency of thinking sub-variable category, in this sub-variable there are 3 indicators, namely imagination, freedom of thought, getting more than 1 idea, the overall score is 80.92% and can be categorized as "Very High". The high score of fluency of thinking can be interpreted that the participants have the ability to quickly generate various ideas or solutions to the problems that have been given. This shows that participants have a smooth flow of thought and are not limited by obstacles that hinder the creative thinking process. This reflects the effectiveness of the learning approach which provides space for participants to think freely and creatively and allows for rapid adaptation to unexpected changes in situations in the world of work and in everyday life. The level adopted by the author is stated by Riduwan (2004) in the form of a percentage (%), namely a) it is said that the ratio of 1%-25% has very low criteria, b) the ratio of 25.1%-50.% has a low category, c) the ratio of 50.1%-75% has high criteria, and the ratio of 75.1%-100% has very high criteria. In this case it can be said that the implementation of the level of creativity of participants in participating in sewing skills learning has a level of 80.92% or very high. Fluency of thinking in this study is one of the important aspects because it refers to a person's ability to generate many ideas or solutions in a short time without experiencing obstacles. Continuing the theory according to Krulik (1999) in (Dianah 2021) that creative thinking fluency involves formulating ideas, generating new ideas, and determining effectiveness. This theory emphasizes that the more ideas generated, the greater the chance of finding innovative ideas, this is an opportunity for participants to explore various ideas without fear of being wrong or judged.

Based on the data in chapter 4, the score of the participants' creativity level in participating in learning fluency thinking skills has an average of 3.24 and the percentage in this sub variable there are 3 indicators, namely imagination, freedom in thinking, getting more than 1 idea can be obtained from the overall value of 80.92% which is categorized as very high. This result shows that participants are able to generate many ideas in a short time during the learning process, this is important because it shows that the learning method applied is effective in increasing participants' fluency of thought.

The high fluency of thought score means that the participants have the ability to quickly generate various ideas or solutions to the given problem. This shows that they have a smooth flow of thought and are not limited by obstacles that usually hinder the creative thinking process. This data also shows that participants are well-prepared to face challenges that require creative and quick solutions, especially in the world of work and daily life. Therefore, it is important to continue strengthening fluent thinking through various learning activities that stimulate creativity.

### **Participants' creativity level of thinking (flexibility)**

Flexibility is the ability to move from one idea or way of thinking to another quickly and without obstacles. Flexibility of thinking allows a person to see a problem from various perspectives and find various alternative solutions. Guilford and Torrance (1956) (Yuandana, 2023) define flexibility of thinking as the ability to think flexibly and produce various alternatives or solutions in solving problems.

Flexibility is closely related to creativity because it allows individuals to change their mindset quickly to find new innovative approaches, this ability is important in the context of education because it helps participants not to get stuck in one way of thinking but to be open to different possibilities and approaches, in this case facilitating more dynamic and creative learning.

Flexibility of thinking is also related to the theory of multiple intelligences proposed by Howard Gardner (Yuandana, 2023).

Gardner argues that human intelligence consists of many different types, and the ability to think flexibly allows one to use these different types of intelligence effectively. For example, one might use logical-mathematical intelligence to analyze problems and creative intelligence to find innovative solutions.

In addition, the convergent and divergent theories of J.P. Guilford and Torrance (Yuandana, 2023) are also relevant in this context. Guilford identified two types of thinking: convergent (focused on finding one best solution) and divergent (focused on generating many alternative solutions). Flexibility of thinking is more related to divergent thinking, where the ability to think flexibly and generate multiple solutions is essential. This emphasizes the importance of establishing a learning environment that encourages participants to think divergently and flexibly.

Data from chapter 4 shows that the level of creativity of participants in terms of flexibility of thinking has an average score of 3.16 and the percentage in this sub variable there are 2 indicators, namely point of view, and spontaneous thinking when seeing something can be obtained from the overall value of 78.31% which is categorized as very high. This result shows that participants are able to quickly adapt and move from one mindset to another in solving problems encountered during learning. This is important in the context of skills learning that requires innovation and adaptation.

The high flexibility of thinking score indicates that participants have the ability to think flexibly and not get stuck on a single approach or solution. They are able to evaluate problems from multiple perspectives and find alternative solutions. This reflects that the applied learning method successfully encourages participants to think openly and creatively.

In addition, this data also shows that participants have the ability to adapt quickly to changing situations. The ability to think flexibly is essential in the world of work and everyday life, where changes and new challenges arise frequently. By having a high level of flexible thinking, participants can more easily adapt and find effective solutions to problems encountered. This shows the

importance of continuously developing and strengthening flexible thinking through various learning activities that challenge and encourage innovation.

Participants' creativity level of Tingkat thinking (originality)

According to Guilford and Torrance (Yuandana, 2023) originality is the ability to generate new, unique, and innovative ideas as well as the ability to generate ideas or solutions that are unusual and different from existing ones. Originality of thinking reflects the ability to think out of the box and find fresh and unconventional ideas.

Theories on originality of thinking have been developed by various psychologists and educationists. According to Munandar (1999) in (Suyatna, 2017), originality is the ability to create new combinations based on existing data, information, and elements. This emphasizes that originality is not only about generating new ideas, but also creating something valuable and useful. In the context of learning, participants are encouraged to think creatively and find solutions that are different from the norm.

According to J.P. Guilford and Torrance's theory of creativity (in Yuandana 2023), originality of thought is one of the main components of divergent thinking. Divergent thinking is the process of generating many different ideas in a short period of time, which is essential for finding innovative solutions. Guilford and Torrance emphasize that originality of thought should be encouraged through a supportive environment and not be afraid of mistakes, as mistakes are often part of the process of finding truly new and original ideas.

Based on the research results, participants' creativity level in terms of originality has a significant score, indicating that participants are able to generate unique and innovative ideas during the learning process. This high score indicates that the applied learning method successfully encouraged participants to think creatively and come up with original solutions. This is very important in a learning context as originality of thought allows participants to find solutions that are different from the norm and potentially provide significant innovation.

These results also show that participants have the ability to develop new ideas that are different from existing ones, which reflects creative and innovative thinking. This is important in a constantly evolving world where the ability to create something new and different is highly valued. In an employment context, the ability to generate original ideas can provide a competitive advantage and assist in the development of innovative products or services.

In addition, the score of 3.13 and the percentage of 77.47% categorized as very high in originality of thought showed that participants were not only able to generate many ideas, but also able to generate different and unique ideas. This shows that they have the ability to think outside the box and find unconventional solutions. Therefore, it is important to continue to develop this ability through learning activities that encourage creativity and innovation.

Participants' creativity level (elaboration) Elaboration is the ability to develop, expand or specify ideas that have already been generated. Elaboration includes the ability to add details, refine and perfect ideas to make them more comprehensive and practical. According to Guilford and Torrance (Siti Nurhanifah, 2018), elaboration is the ability to develop and detail ideas into more detail and completeness. It is important in the context of problem solving because it helps transform basic ideas into operational and workable solutions.

Elaboration according to (Asmani, 2016) in creativity is not only about generating new ideas, but also about developing those ideas into something more concrete and applicable. It involves the process of adding details and refining ideas so that they become more mature and ready to be implemented. In education, this elaboration ability is important because it helps participants to develop their ideas and make them more comprehensive.

(Munandar, 2009) explains that elaboration involves the ability to specify ideas into more details and operations. This includes the ability to add new elements to an existing

idea and make it more mature and applicable in practice. This theory emphasizes that elaboration is an important process in creativity because it helps transform a basic idea into something more concrete and applicable.

Elaboration can also be linked to the constructivist theories of Jean Piaget and Lev Vygotsky (Sarnoto & Ulfa, 2021), which emphasize the importance of developing and expanding knowledge through an active and collaborative learning process. According to Piaget, learning is an active process in which individuals construct new knowledge based on their experiences. Vygotsky added that learning is a social process where interaction with others plays an important role in the development of new understanding and skills.

Reigeluth's (1983) elaboration theory in (Thaariq et al., 2021) also supports the importance of the elaboration process in learning. Reigeluth emphasizes that teaching should start with basic concepts which are then developed into more complex ones through the elaboration process. This helps students to understand the material deeply and apply it in different contexts. In creativity learning, elaboration helps students to develop their ideas deeply and ensure that they can be applied well in practice.

The data from chapter 4 shows that participants' level of creativity in terms of elaboration scored high, demonstrating their ability to develop and elaborate on ideas generated during learning. This shows that participants are not only able to generate new ideas, but are also able to develop and refine those ideas into more detail and practicality. This high score in elaboration shows that participants have the ability to elaborate their ideas and make them more mature and applicable.

This result also shows that the applied learning method successfully encourages participants to develop their ideas in depth. This is important in a learning context as it helps students to not only generate basic ideas, but also develop those ideas into more mature and implementable solutions. This elaboration ability is crucial in various fields as it enables the development of more comprehensive and practical solutions.

In addition, a score of 3.18 and a percentage of 79.46% categorized as very high in elaboration indicates that participants have the ability to elaborate their ideas well, which reflects deep and detailed thinking. This is important in the world of work and daily life, where the ability to develop and elaborate ideas is highly valued. By having high elaboration skills, participants can more easily develop mature and ready-to-implement solutions, which are valuable in a variety of professional and personal contexts.

This research shows that the sewing course program at Korsa course in Malang City, which is part of out-of-school education, is effective in enhancing participants' creativity and practical skills. This confirms the important role of out-of-school education in providing lifelong learning that is inclusive, practical and relevant to all levels of society

#### **4. Conclusion**

This study found that the level of creativity of Malang City corsa sewing course participants on indicators of fluency, flexibility, originality, elaboration is included in the very high category. Participants are able to generate various ideas quickly, adapt to various perspectives, create unique ideas, and elaborate in detail. This shows that the applied learning method is effective in stimulating and developing participants' creativity.

## References

- Aisyiyah, S. U. N., & Mulyono, D. (2021). Program Pelatihan Keterampilan Menjahit Dalam Meningkatkan Pendapatan Masyarakat Di Masa Pandemi Covid-19. *Comm-Edu (Community Education Journal)*, 4(3), 113. <https://doi.org/10.22460/commedu.v4i3.7463>
- Arikunto, S. (2017). Pengembangan instrumen penelitian dan penilaian program. <https://ejournal.unib.ac.id/pendipa/article/view/20225>
- Asmani, J. M. (2016). *Tips Efektif Cooperative Learning: Pembelajaran Aktif, Kreatif, dan Tidak Membosankan* (N. Sawitri (Ed.)). Diva Press.
- Dianah, A. D. (2021). Efektivitas Diskusi Menggunakan Aplikasi Google Classroom Dalam Meningkatkan Kemampuan Berpikir Kreatif Peserta Didik Kelas. Universitas Lampung.
- Gordon, J. D. (2003). Undang-undang Sistem Pendidikan Nasional Republik Indonesia Nomor 20 Tahun 2003. (Vol. 7, Issue 2, pp. 1–16).
- Malik, N. (2016). *DINAMIKA Pasar Tenaga Kerja Indonesia*. UMM Press.
- Munandar, U. (2009). *Pengembangan kreativitas anak berbakat*. Rineka Cipta.
- Sarnoto, A. Z., & Ulfa, S. M. (2021). Kecerdasan Sosial Dalam Pembelajaran Kooperatif Perspektif Al-Qur'an. *Academy of Education Journal*, 12(2), 294–302. <https://doi.org/10.47200/aoej.v12i2.739>
- Siti Nurhanifah. (2018). Kreativitas Guru dalam Mengembangkan Media Pembelajaran Di TK B TKIT Raudhatul Jannah Bogor. In *Ilmu Tarbiyah dan Keguruan*.
- Sugandiko, T. (2016). Jurusan pendidikan luar sekolah fakultas ilmu pendidikan universitas negeri padang 2013. *Jurnal Pendidikan*, 1–18.
- Sugiyono. (2011). prof. dr. sugiyono, metode penelitian kuantitatif kualitatif dan r&d. intro ( PDFDrive ).pdf. In Bandung Alf (p. 143).
- Suyatna, A. (2017). *Membangun Kemampuan Berpikir Kritis, Kreatif, Kolaboratif, Komunikatif Siswa Melalui Proses Pembelajaran*. Seminar Nasional Membangun Profesionalisme Guru Pendidikan Dasar Dalam Era Global, Jakarta 9-13 Mei 2017, 13(3), 1576–1580. [file:///C:/Users/SN5CD/Documents/Skripsi/Makalah Utama Seminar Nasional Guru Dikdas-Agus Suyatna \(1\).pdf](file:///C:/Users/SN5CD/Documents/Skripsi/Makalah%20Utama%20Seminar%20Nasional%20Guru%20Dikdas-Agus%20Suyatna%20(1).pdf).
- Thaariq, Z. Z. A., Wijanarko, D. A., & Kuswandi, D. (2021). Desain Elaborasi Dengan Pendekatan Tringo Ki Hadjar Dewantara Dalam Bangunan Pembelajaran Digital. *SNASTEP: Prosiding Seminar Nasional Teknologi Pembelajaran*, 1(1), 300–313.
- Wahyuniati, & Abdillah, H. (2017). Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sunan Ampel Kultur institusi Undang-undang Undang- disebutkan bahwa pendidikan. *Jurnal Pendidikan Usia Dini*, 11, 130–145.
- Yuandana, T. (2023). *Teori Dan Praktik: Pengembangan Kreativitas Anak Usia Dini* (B. A. Laksono (Ed.)). CV, Bayfa Cendekia Indonesia.