Student's Creativity in an Educational Environment: Revelation and Inquisitiveness

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Abstract

Revelation is one of the distinctive characteristics of a human being, which immensely contributes to its progress and success; in fact, an individual is born with the power of revelation and curiosity, which makes him strive and discover the world around him. Accordingly, inquisitive individuals are more motivated to face and solve diverse situations. Revelation and inquisitiveness are additional in individuals, showing the degree of crystallization of their creativity and innovations in different ways. Inquisitive individuals do creative things, which is a vital point for them. Consequently, it is necessary to pay attention to the environmental conditions, specifically the educational environment, and meet the requirements of individuals, particularly students from teachers and academic staff in the educational environment. It not only encourages the development of the individual but even assists the development of society. This literature focuses on the role of revelation and curiosity of students in the educational environment and in creating creativity that must be considered and supported by teachers and academic staff at educational centers. This focus can be helpful for all in charge to provide a dynamic atmosphere for the students and offer them the need to grow their creativity to have a better future and career.

INTRODUCTION

Some factors can cause individuals' growth and prosperity in different life periods. Identifying, investigating, and guiding them in the proper direction creates the basis for individuals' prosperous and developed presence. Juniors, teenagers, and grown-ups can develop and increase their aptitudes and abilities according to their environment and their relationships with others. Creativity is one of the critical factors that most psychologists and humanities scientists have highlighted; it is required to believe that discovering the environment and suitable tools can, in some way, affect the fruitfulness of their abilities (Gruber, 1989; Hennessy, 2010). As Tang et al. (2023) explained, instructing creativity is an important research topic that motivates students to consider their creative potential, confront their sense of possibility, and give them the confidence to try. Additionally, Weng et al. (2022) stated that Creativity is essential and related competencies for 21st-century learning outcomes and careers; hence,

it is imperative to students' growth and social development. Likewise, Creativity is assumed to be a significant learning outcome in different fields such as science, technology, engineering, and mathematics education.

By considering the importance of creativity, the factor that is much regarded and investigated is the role of education and the educational system on the part of teachers and the educational environment. According to Singh et al. (2023), the environment is one of the most influential, predictable, and deterministic environments impacting student instruction, education, and learning. Similarly, Aga et al. (2021) stated that the technique and how the curriculum is executed in any educational institute worldwide are regarded as the student's educational environment. The learning environment is essential to students' learning and development and impacts their attitude, behavior, and academic progress. Therefore, the educational environment should provide the requirements for students to start their inquisitiveness and investigations, and they should constantly discover new solutions and innovations with the questions they raise in their minds (Amabileh, 1996; Amabileh et al., 2018).

Creativity, Inquisitiveness, and Appropriate Training

Education and its environment play a constructive role in developing creativity; based on the findings of Nickerson (1999), which was completed by Liao et al. (2023) study, the researchers also referred to growing creative outcomes; correspondingly, Rita (2015), by viewing the investigation of Pierto (2004) referred to the role of educational environment on ability, mental health, Etc.; Starko (2017), Sternberg (2003), and Sternberg and Williams (1996) explained that factors such as encouragement, creating motivation, creating an appropriate structure behavior, Etc. are considered as essential factors in educational creativity. This idea is paramount and applicable to students who need more motivation to study and show creativity. Nevertheless, the issue that should be assumed is how and under what conditions does creativity appear? To acquire more success and creativity, it is necessary to discover additional ways of thinking, which should be accomplished through education.

By pursuing the opinion of psychologists and scholars in the field of creativity, Gruber, and Wallace (1999), Sternberg and Lubart (1991), and Weisberg (2006) comprehend individuals' thinking, discovering, and investigating that it can significantly lead to creativity and innovation. Furthermore, according to personality researchers such as Feist (1999) and MacKinnon (1962), personality factors differ more among less creative individuals. In the same study, Mehrad (2015), one of the researchers who specifically focused on personality factors, explained that personality factors significantly contribute to individuals' feelings, emotions, opinions, behavior, Etc., and that their indications are dissimilar among individuals. In the field of creativity, attempting to be more creative and, in other words, discovering innovations and divergent thinking are not adequate. Several cognitive abilities are examined in this type of thinking. Hence, it is underlined that most tools or instruments for teaching divergent thinking are designed or involve similar assumptions in a broad process. According to Plucker's (1999) longitudinal studies, the childhood divergent thinking test score is related to their later creative findings. The range of scores has been determined from completely disagree to moderate, and an item or a wholly agreed situation has not been suggested (Toranse, 2002). Divergent thinking is considered one of the paramount factors for measuring educational creativity and revelation, but what seems evident is that divergent thinking processes may occur at unconscious levels or are unlikely to be used in case studies.

Proper education aims to create conceptions and understand students' inquisitiveness and revelations at every stage and period. Every educational procedure and method have its strengths and weaknesses. In this regard, the creative problem-solving model (CPS) that Handayani and Aaliyah

(2022) spoke about in their study applies to breaking down a problem to comprehend it, developing ideas to solve it, and assessing those ideas to discover the most efficacious solutions. CPS uses techniques to make the problem-solving process engaging and collaborative; it emphasizes this principle and considers thinking among new ideas valuable. Among the prominent examples that can be expressed concerning divergent thinking is brainstorming, which has been mentioned in most studies in the field of humanities. In addition, Fahrisa and Parmin (2022) believed that the CPS model could be helpful in students' creative thinking skills; this model, as science material, is effectively employed to improve students' critical and creative thinking skills. Additionally, Van Hooijdonk et al. (2023) reported that the CPS model can be applied in the school context, and creative problem-solving ability is already apparent among students in school.

BODY OF STUDY

Creativity or Work

Creativity is a new and unexpected feature. According to Grunber's (1989) studies, creative individuals organize their thoughts, activities, and feelings based on long-term creative goals and searches. Based on the theories and studies, creativity is a positive action (responsible reaction) towards creative goals. In this regard and based on the studies of Csikszentmihalyi (2003), creative individuals can have different personalities that achieve creativity with continuous efforts and searches. Also, based on the sociocultural theory developed by Vygotsky (Rahmatirad, 2020) indicated that creativity has been defined and determined as a long-term effect on a field. Vygotsky thought parents, teachers, peers, caregivers, and society impact an individual's cognitive development. Learning at its root involves interacting with others around you. This psychologist contended that learning was a cultural phenomenon, with children from different cultures embracing different learning styles. In addition, sociocultural theory states that the issue that is very influential and emphasized is that children generally do not have long-term effects on culture. Creativity requires searching, group competition, recognizing the value of other works, and making them. These points in the field of creativity are very familiar and understandable for individuals, particularly teachers, who work in the educational environment in the 21st century. Additionally, the sociocultural theory of cognitive development investigates the influence the world has on individual development. It maintains that learning is a primarily social process whereby development occurs through interactions with individuals who possess more knowledge or skill than the learner (Cherry, 2022; McLeod, 2020).

The necessary and valid tools for measuring creativity are divergent thinking tests that Runco et al. (2016) study has been explained about them; additionally, personality tools, which Remann and Nordin (2012) overall talked, and self-report questionnaires discussed by Demetriou et al. (2015). Furthermore, Guilford's intellectual structure model (1976) includes divergent and convergent thinking to evaluate other intellectual factors (Royce, 1968). According to Ranko (2007), ideal students are creative but also introduced as intelligent, polite, and punctual people. Today, education plays a significant role in the structure of creativity by using ideas to improve education. Research in the field of creativity provides methods such as observing, evaluating, providing conditions, investigation, curiosity, and finally, famous exercises.

The Negative Aspects of Creativity in the Educational Environment

Based on the research of Kamyplis and Valtanen (2010), 42 definitions and 120 phrases related to creativity have been examined. Additionally, Rhodes (1961) first developed a creativity model and focused on creativity by developing the Four Ps, including person, product, process, and press, shown in Figure 1 (Gruszka & Tang, 2017) and explained deeply by Torrance (1969); which Jordanous (2016)

believed creativity afforded by the Four Ps is essential in directing toward more encompassing and comprehensive computational studies of creativity. According to this study, most definitions do not consider a negative dimension of creativity, and the factors that create creativity, including revelation and inquisitiveness, have been mentioned. According to the study of Smith and Carlson (2006), it seems that teachers are confused about the steps of inquisitiveness and finding the factors that students like and what makes them creative because the issues that each student cares about and their desires are not the same paths. Each shows different desires according to their personality type and living environment. These findings were familiar because previous studies had also reached these findings and highlighted that students' high level of intelligence is fundamental and significant for carrying out innovations and searching in different fields.
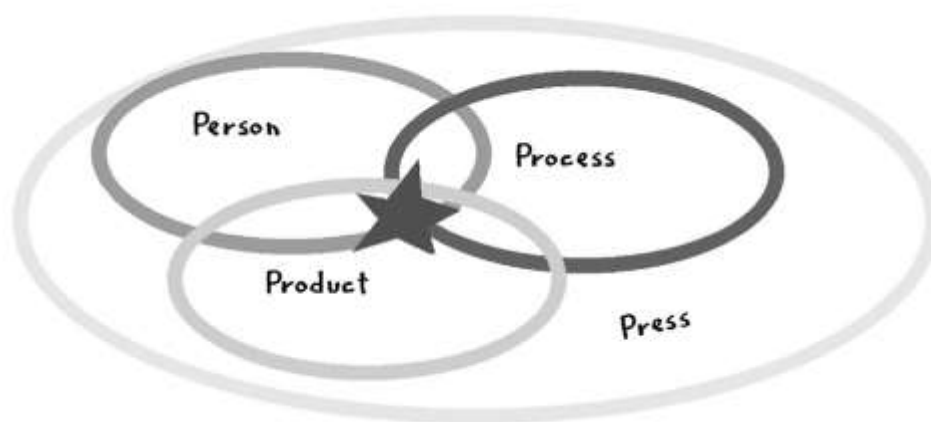

Figure 1. The "Four P's" -Torrance (1969)

Aspects of Creativity – Classroom and Educational Environment

Various factors impact the development of creative possibility, including everything from individual distinctions to the kinds of experiences and prospects that creators experience throughout their lifespan; based on Beghetto and Kaufman (2014), it is one thing to determine that the classroom environment influences the development of creative potential; it is quite another to understand what it takes to create an optimally validating creative learning environment. According to Cropley (2012), creativity has favorable characteristics that can be manifested in the classroom or educational environment. In the systematic review that Davies et al. (2013) focused on creativity and the educational environment, creativity likewise was assumed to be an essential factor in the educational system, environment, or classroom, and the researchers mentioned the noticeable role of Creativity, Culture, and Education. These features include learning, reducing inattention, strengthening imagery and imagination, constructing, and accepting crisis structures, using creativity, and generating ideas, improving the ability to ask questions, generalize multiple questions, identify patterns, and solve problems. Cropley (2012) correspondingly has proposed the individual advantages of creativity: strengthening self-confidence, improving the expression of emotions, positive self-image, optimism towards new things, increasing desire or desire and finding things, and increasing requests to develop new abilities. Creativity is not a personal characteristic but an exceptional talent and a unique trait among choices. Individuals' creativity is formed according to their personality type. The surrounding

environment plays a noteworthy role, and the classroom is sufficient for developing creativity (Rhodes, 1961).

The Emergence of Creative Thinking: Revelation and Environment

According to Guilford's theory (1950), creative thinking is essential to individuals' emotions and capabilities, making individuals perform their activities more quickly. This study refers to the role of individuals' revelations and the emergence of new and practical ideas. Based on Maldonato et al. (2016), which focused on the emergence of creativity, the researchers explained that creativity is one of the central dimensions of human accomplishment and social development and has always intrigued scientists and non-scientists alike. In this regard, Bowden (1994) considers the emergence of creative thinking based on searches in three critical dimensions: 1) identifying known ideas, 2) changing unfamiliar sets to familiar ideas, and 3) transferring existing ideas (Students should be familiar with this transfer of review and combination of ideas (Burroughs et al., 2018). According to Silvia et al. (2011), individuals with an open or friendly personality are highly related to creativity and doing new things (innovation).

Effect of Educational Environment on Creativity

Rhodes (1961) was among the individuals who emphasized the role of education and believed that creativity in the classroom is a factor that can share one's abilities with other students and cause the intellectual growth of other students. The role of teachers in the educational environment can affect the type of thinking of students and their innovations. According to Williams (2007), students achieve a kind of self-aware knowledge (spontaneity) during their activities, which they show in games and joint activities. Teachers attempt to find accurate knowledge of students' creativity. The responsibility for resolving conflicts lies with the administrators, teachers, and coaches. One of the great purposes of teachers in the educational environment is to recognize and examine the exploratory creativity that plays an essential role in innovation and initiative (Runco, 2007; Sawyer, 2012). Creative individuals employ the available facilities for thinking and generating ideas to obtain new information. These individuals organize their thinking and acknowledgment process based on a creative purpose. Accordingly, the educational environment can provide the required conditions for revelation, investigation, and stimulating creativity among students (Simon & Chase, 1988).

CONCLUSION

It is essential to have the required abilities to achieve noteworthy success. Creativity is considered an ability that originates from various factors, such as inquisitiveness and revelation in the environment. Consequently, teachers need to comprehend the consequential factors in creating and increasing creativity in educational environments such as classrooms. Providing a creative environment for students is influential and can change the path of life and growth of students in any age group. Based on previous studies, the inquisitiveness and revelation that occurs through students in the educational environment are cherished. It should be encouraged and strengthened, creating the foundation for expansion and flourishing. In the meantime, the role of teachers and administrators of educational environments is exceptionally recognized and vital; they significantly contribute to students' flourishing and brilliance in various fields.

Generally, educational centers such as schools, institutes, universities, and any related centers must prepare a convenient situation for growing and caring students' skills and creativity. Additionally, they must offer related workshops for teachers and academic staff to better understand students' skills, creativity, and requirements in an educational environment and behave with them as necessary to be in an educational center or environment. The teachers or individuals in an educational

environment must encourage and motivate the students as much as possible to have knowledgeable and creative individuals in the future and have a better society.

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