Effect of the Psychological Security and Psychological Freedom on Verbal Creativity of Indonesia Homeschooling Students

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Abstract

The objective of this research is to measure the role of creativity conditions on verbal creativity on home-schooling students. Creativity condition consists of psychological security and freedom. Psychological security is condition which contrives someone to receive and appreciate his/her potencies both the weakness and the strength. Providing trust and opportunity, students may deem the esteem and can actualize their potencies and improve their creativity. From the point of view psychological freedom, student capable being creative if they experience the freedom to actualize their ultimate potencies without the external evaluation. Both variables are latent in nature, so that for that purpose we used questionnaire as research instrument. Questionnaires were distributed to 226 home-schooling students. Result shows that psychological freedom and security influence verbal creativity of home-schooling students. The more students receiving freedom and security the higher they are showing the creativity.

Keywords: Psychological security, psychological freedom, verbal creativity, home-schooling students.

1. Introduction

Home-schooling or home school (also called home education or home learning) is the education of children at home, typically by parents but sometimes by tutors, rather than in other formal settings of public or private school. Home-schooling is an institution of education for improving students' potencies in developing her/his creativity. It is supported by Ministry of National Education by allowing private institution to operate home-schooling (Undang-undang Sistem Pendidikan Nasional, 2004). They can create and formulate curriculum needed for home-schooling. However, every institution must consult their policy and vision (and mission) to the government, in order to get the legalization of their education activity. In another legislation, it's shown that Ministry of National Education support the private institution to create innovative curriculum which can convey the hope of community (Peraturan Pemerintah Republik Indonesia No. 19, 2005).

As the organizer of home schooling, Private Institution continuously improve their innovation, intelligence, talent, problem-solving skill and creativity in the education system (Davis & Rimm, 1998; Cai, Reeve, Robinson, 2002). It is possible to create education system curriculum of home schooling different from formal education system (Hamalik, 2007). On formal education for instance, student is empowered to involve in the activity of everyday learning (Woolfolk, 1993; Santrock, 2008).
But in home schooling education system, student competencies are generated through short course, training, workshop, or seminar (Slavin, 1997). Therefore home schooling students show self-regulation learning skill characteristic (Schunk & Zimmerman, 1998; Zimmerman & Kitsantas, 2002; Santrock, 2008). Self-regulation learning skill is an active, constructive process in which learners set learning goals and then attempt to monitor, regulate, and control their cognition, motivation and behavior in the service of those goals (Azevedo and Cromley, 2004; Lodewyk, Winne & Jamieson-Noel, 2009).

Another different, home schooling student parent is possible to plan for improving their children academic or non-academic potencies (Slavin, 1997; Davis & Rimm, 1998). It is stemmed from the theory of key social agents which influence student's environment academic attitudes and behaviors. The agent could be teachers, parents, or friends. (Cheung & McBride-Chang, 2008; Sukmadinata, 2003; Legault, Green-Demmers & Polletier, 2006; Noack, 2004; Englund, Lucker, Whaley, and Egeland, 2004). In addition, parent can play a role of social support for improving children competencies (Pamerantz, Fei-Yin Ng & Wang, 2006; Santrock, 2008). Parents also communicated with their children to evaluate children competencies (Noack, 2004). The competencies will be functionally reaching the top of life achievement if they have good relationship with parents (Eglund et al, 2004; Henry, Merten, Plunkett & Sands, 2008; Spera, 2006). Generally, children need good relationship with significant person, especially their parents (Cruiskshank, Bainer & Metcalf, 1999).

Parents try to support their children to register and involve short course such as: music, dance, singing, painting, and foreigner language (Slavin, 1997). Home schooling program create freedom atmosphere to innovate and create their future through their daily agenda. They feel self-efficacy to do their tasks, responsibility and learning of their school lessons (Lodewyk & Winne, 2005). They do not only participate in home schooling program, but also involve in non-formal to build competencies and experiences through short course, training or workshop. They do not need to go to school everyday because home schooling program do not perform activity of learning every day. In this case, they must have high motivation to fulfill the tasks and responsibility of academic or non-academic (Spera, 2006; Schunk, Pintrich, & Meece, 2008).

Home-schooling Institution develop creative curriculum freely in which children can improve their talent and creativity (Davis & Rimm, 1998). It is not necessary for children to do academic homework, but they must realize that they have to reach the success on academic matter. Therefore they develop their awareness to be independent students and work on their tasks from home-schooling program. They must improve self-regulation skill to learn (Azevedo, and Cromley, 2004; Zimmerman & Kitsantas, 2006). In addition institution supports every student to do their hobbies, interest, and talent in order to plan for good future life. Sometime institution creates art program. In this program, every student is capable to create and improve their creativity (for examples: photos, painting, poem, multimedia) (Mayer, Dow, & Mayer, 2003).

Teachers generally evaluate and appreciate students' art-work and creativity (Purwanto, 2009; De La Paz & Graham, 2006). According to Rogers (in Utami-Munandar, 1997) there are 2 conditions which can influence student creativity, they are psychological security and psychological freedom. Psychological security is condition which contrives someone to receive and appreciate his/her potencies both the weakness and the strength ness. Providing trust and opportunity, students can deem the esteem and they can actualize their potencies and improve their creativity. Student can be the creative person if they experience the freedom to actualize their potencies without the external evaluation.

Sometime the evaluation system may distress students due to the tendency of evaluation mechanism is seeking the weaknesses instead of the strength. More ever students are pushed to prevail the empathy from social environment, for instance from teachers or parents. It is important for the teachers as well as the parents to experience and understand how the students feel.

2. Research Method

This research is the extent of previous research (Mulyadi, 2010) which was performed to 55 students. Out of this sampling, 31 are females and 24 are males. However, the conclusion drawn from that study is quite weak due to small sample size. In this paper it is extended to study using 226 students which consists of 134 females and 92 males.Participants of this study are 8^{th}, 9^{th}, and 10^{th} grade student in one home-schooling management. They were split into 12 classrooms. Data collection was performed during May 2010. Creativity condition is measured using two (2) variables, i.e. psychological security and psychological freedom. Further, psychological security consists of trust and self-esteem dimensions.

Psychological freedom as well is measured using 2 dimensions: empathy and self-awareness. As those dimensions embedded on student sense, Questionnaire was used as research instrument.

Those dimensions are resembled with 24 questions, such as:

"I feel comfortable when doing my hobby,"
"My parent support me to improve my talent,"
"I realize that I am free to actualize my potencies'"
"I am free to implement my idea and attain my goal."

Verbal creativity is a test form. Students were asked to complete and phrase words and sentences. For words completing, It's applied prefix concept (4 questions). Other tests were phrased words (4 questions), construct sentence using 3 words (4 questions), to identify words similar properties (4 questions), various word implementation (4 questions), and word purpose (4 questions). Students were asked to complete the test in one hour. This test was adopted from Utami-Munandar (1997) so that validity and reliability tests need not be performed. Creativity conditions have been validated and performed reliability test on previous study (Mulyadi, 2010).

To investigate the influence of psychological security and freedom on student creativity, path analysis was deployed. A model for the research which shows the path between variables can be referred to Figure 1.

3. Result and Discussion

The age of participant ranged from 14 to 17 years with a mean age of 15,7 years. Even though participants staying with their parents in Jakarta, they were born in different cities across Indonesia (Bandung, Jakarta, Medan, Pekan Baru, Lampung, Surabaya). Birth place could be important information on this study as there could exist differences in psychological security and freedom. Preliminary to analyze the structural path, normality test is needed to be performed. The result from normality test is shown on Table 1. It is apparent that those psychological security dimensions as well as psychological freedom dimensions are set to normal distribution. P-value for all dimensions above 0.8, far above 0.05, so it can be interpreted data collected is normal.
The summary of descriptive statistics for all variables as well as all dimensions is shown on Table 2. It shows that the correlation between trust and self-esteem is 0.350, this means that the correlation between the two dimensions exists though only a weak correlation. It is quite strange since previous research states that providing trust and opportunity, students can deem the esteem and they can actualize their potencies and improve their creativity. It is expected that a strong correlation between trust and self-esteem exists.

Among creativity conditions, it is also shown a weak correlation between empathy and self-esteem, self-awareness and trust, self-awareness and self-esteem, and self-awareness and empathy. Between creativity and its condition, it is found weak correlation with each dimensions, meaning weak correlation between creativity and trust, self-esteem, empathy and self-awareness. But with psychological security and freedom, the correlation is strong. Figure 2 shows path diagram of creativity and its conditions. P-value is 0.35065, far above 0.05, and RMSEA 0.020, far below 0.08. Hypothesis to be tested is:

H_0: Students covariance matrices are equal to the fitted Confirmatory Analysis (CFA) variance matrices
H_1: Students covariance matrices are not equal to the fitted Confirmatory Analysis (CFA) variance matrices

We use the methods of absolute fit model, incremental model, and parsimonious fit model. For finding the fit model, we use the score of goodness standard of fit index and the significant score of model assumption. Table 3 shows the comparison between standard and the result. Based on fitting model, then we accept null hypothesis. In this case, student psychological security and freedom are significant influence creativity. Further it shows that factor loading of student psychological security and freedom on creativity are 0.272 and 0.446 respectively. There are positive and significant influences of psychological security and freedom on verbal creativity.

When external environment such as teachers and parent can help student to build a sense of secure for every unit, student verbal creativity will increase 0.272 times. Student creativity will be higher when student can be help to build a sense of freedom. For every unit sense of freedom which is built, student verbal creativity will increase 0.446.

We differentiate psychological security into two (2) dimensions, as stated before. Estimate model is shown in Figure 3 and standardized model is shown in Figure 4. Factor loading of trust and self-esteem on psychological security consecutively are 0.541 and 0.545. That means that by increasing every unit student trust, a sense of secure will be enhanced by 0.541. Same evident, by increasing every unit of student self-esteem, a sense of secure will be enhanced by 0.545. Providing that, we believe that increasing student trust and self-esteem is very important in building a sense of secure. It will be consecutively increase student verbal creativity.

On psychological freedom, we differentiate variable into two (2) dimensions, empathy and self-awareness. As can be seen in Figure 2, factor loading of these two dimensions are 0.517 and 0.581. We can interpret that increasing every unit of empathy will enhance student sense of freedom by 0.517 and every unit of self-awareness will enhance student sense of freedom by 0.581. Helping student for increasing empathy and self-awareness therefore is very important. Enhanced student sense of freedom further will result the increasing in student verbal creativity. This result is in line with (Azevedo, and Cromley, 2004; Zimmerman & Kitsantas, 2006).

They stated that children must not do academic homework, but they must realize that they have to reach the success on the academic side. Therefore they develop their awareness to be independent students and work on their tasks from home-schooling program. They must improve self-regulation skill to learn. Those research finding are not surprisingly nor new. Decades of research provide evidence that student achievement is enhanced when schools, families, and communities share responsibility for student success (Carter, 2002; Epstein, 2001). The involvement of schools, families, and communities are very important in enhancing student verbal creativity both in home-schooling and formal education.

4. Conclusion and Suggestion

It can be concluded that for home-schooling students, psychological security and freedom build verbal creativity. The more secure student sense, the more verbal creativity performed. As well, the more freedom which is student sense, the more verbal creativity performed. It is important then to families, teachers, and communities to help student to build a sense of secure and freedom. The more creative student as new generation, the more prosperous their life in the future can be expected. Creativity is not only dealing with verbal, but also figural. Further research can be broadened to figural creativity. More importantly, since this study only dealing with home-schooling students, comparison with standard school as control needs to be performed.

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Figure-1. Research model

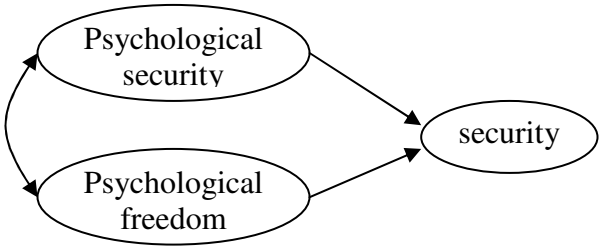


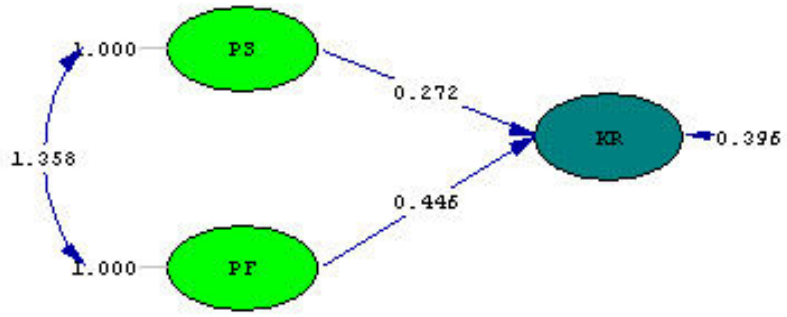
Table- 1. Normality Test Output

Variable & Dimension	Chi Square	P-value	Conclusion
Psychological security			
Trust	0.040	0.980	Normal Distribution
Self-Esteem	0.072	0.964	Normal Distribution
Psychological Freedom			Normal Distribution
Empathy	0.429	0.807	Normal Distribution
Self-Awareness	0.121	0.941	Normal Distribution
Creativity	0.008	0.996	Normal Distribution

Table- 2. Matrix of correlation, Mean and Standard Deviation

Variable & Dimension	1	2	3	4	5	6	7
Psychological security	1.000						
Trust	0.845	1.000					
Self-Esteem	0.796	0.350	1.000				
Psychological Freedom	0.711	0.631	0.532	1.000			
Empathy	0.603	0.571	0.412	0.782	1.000		
Self-Awareness	0.575	0.482	0.462	0.683	0.359	1.000	
Creativity	0.555	0.468	0.422	0.512	0.433	0.415	1.000
Mean	57.527	30.588	26.938	35.173	15.664	19.509	132.615
Std.Deviation	5.777	3.729	3.298	4.537	2.459	3.032	10.184

Figure 2 Output of path diagram of research model



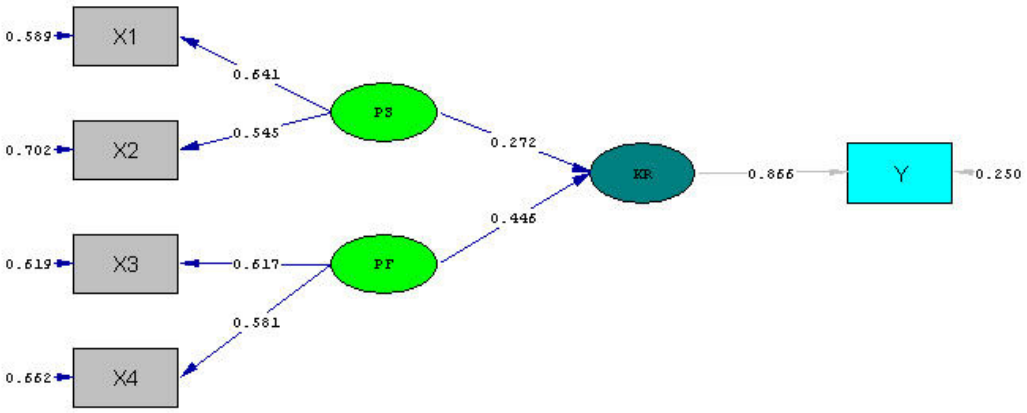
Chi-Square=3.28, df=3, P-value=0.35065, RMSEA=0.020

Table- 3. The Goodness of Fit

No.	Fit Measures	Standard[1, 2]	Results
1.	df	Small	3
2.	X^2 / P	Small / *P-value* > 0,05	3.28 / 0.35065
3.	RMSEA	< . 08	.020
4.	GFI	> . 90	.994
5.	AGFI	> . 90	.971
6.	NFI	> . 90	.993
7.	CFI	> .90	.999
8.	RMR	< .50	.019

[1,2] Resource: Joreskog & Sorbom (1993 & 1996); Hair (2006)

Figure -3. Estimated Model



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