

**ANALYSIS OF “KAMPUNG SINAU” LEARNING PROGRAM
BASED ON EMOTION CONTROL, CREATIVITY, AND HARD
SKILL TO IMPROVE STUDENT COMPETENCE FROM LOW
ECONOMIC FAMILIES
(STUDY ON “KAMPUNG SINAU”, CEMOROKANDANG URBAN
VILLAGE, MALANG CITY)**

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Abstract

"Kampung Sinau" was a free learning program for students from low economy families in Cemorokandang urban village of Malang. The learning system applied in "Kampung Sinau" was unique, students did not only get academic learning guidance as hard skill development, but also art training and moral value planting. It was just that the economic limitations of parents make the students more motivate their children to work than have to spend time studying in Kampung Sinau. The author conducted a study on “Kampung Sinau” program addressed in the Cemorokandang Village RT 04 RW 04 Malang City, with learning programs based on emotion control, creativity, and hard skills as the object. This research used mix method with informants (teachers, students, and parents) were used to strengthen the analysis of researched finding. Technique of taking data through interview, observation and documentation. Data analysis was done descriptively using data analysis technique model of Miles and Huberman. The data analysis stage includes data reduction, display data, and verification. The results showed that after studying in Kampung Sinau there was a different competence improvement from elementary school students, junior high school and junior high school. Elementary school students had increased competence, especially in the aspect of hard skills, as can be seen from the increased grades of report cards. Unlike the junior high school students who had increased competence in the aspect of creativity, this was evidenced by the many art performances that followed. As for high school students, competency development was relatively even. The results of this study contributed to know the success of “Kampung sinau” learning program in improving student competence. In addition, this research was also useful to improve the parents' trust in “Kampung Sinau” program. Not only that, the results of this study were also able to motivate students to be more active in studying in “Kampung Sinau”, so that students from low economics families can still got a quality education without spending a special fee for additional tutoring.

Keywords: Emotion Control, Creativity, Competency, Kampung Sinau

1.

Introduction

In the era of global competition, superior individuals were individuals who had the advantage of competence, especially the competence focuses on emotion control, creativity, hard skill. Competence can be established through a tutoring program. In the city of Malang, free tutoring program was still rarely found. This was because did not many people are moved to establish social programs that move in the field of education. If anything, such free guidance still does not support a conducive learning situation. The limited number of educators was the main cause of the limited free education program. In addition the availability of facilities that support was also very minimal, so that learners could not learn well. Facilities in question was a place (room) for learning, facilities and infrastructure for learning, as well as other supporting facilities. If these aspects were not met, then the learning process will be disrupted and not running properly.

"Kampung Sinau" was one of the voluntary education programs located in Cemorokandang Urban Village, Malang City. "Kampung Sinau" provided free learning guidance to students from low economics families residing in RT 04 RW 04 Cemorokandang Urban Village. "Kampung Sinau" was spearheaded by a young man in Cemorokandang Urban Village. The learners of "Kampung Sinau" program include elementary, junior and senior high school students. The purpose of the establishment of "Kampung Sinau" was to provide additional lessons for students from underprivileged families, thereby improving students' learning achievement.

Based on the above description of the problem formulation of this research was "how the influence of learning based on emotion control, creativity, and hard skills to the students' competence of Kampung Sinau from economically poor families". The purpose of this research was to analyze the learning program of "Kampung Sinau" towards the change of competence.

Objects in this study include learning programs based on emotion control, creativity, and hard skills. In "Kampung Sinau", emotion control was implemented through ethical educating and moral values. Creativity-based learning was applied with the training of art and culture, such as

painting, drama, dance, traditional music, and mask making. While hard skill learning was implemented through the guidance of learning about school subjects.

2. THEORETICAL FRAMEWORK HYPOTHESIS DEVELOPMENT

A. COMPETENCY

According to Bergerhenegouwen (1997) and Marshall (2003), competence was the most difficult to imitate, because the characteristics were different and specific for each individual. In accordance with that opinion, Munro and Andrews (1994) assert, in an era of competitive competition with current knowledge, competence was the company's main asset as a source to build and achieve sustainable competitive advantage. Accordingly, the results of the Spencer and Spencer (1993) study conducted over 20 years, identify six competing dimensions or groups that can predict superior individual behavior and performance. The six groups of competencies include achievement and action competencies, service competencies and human service competencies, impact and effectiveness, managerial, cognitive, and effective personal.

B. EMOTION CONTROL

The Soundest Approach to Emotional Intelligence was a model of ability suggested by Salovey, Mayer and colleagues (Caruso et al., 2002; Mayer et al., 2000; Salovey and Mayer, 2004). Ability Model consists of four general emotional abilities:

- (1) identifying emotions, involving the ability to recognize emotions within oneself and others, and the ability to express emotions;
- (2) using emotions to facilitate thinking, which involves using emotions to improve thought processes and harness positive mood strength;
- (3) understanding emotions, including the complexity and the intricacies of their emotions and their mutual relationships; and
- (4) managing emotions, which involves skills in organizing and controlling feelings of emotion

positively.

One aspect of Emotional Control was communication. The word "communication" came from the

Latin, "comunis", which means to make togetherness or build togetherness between two or more people. The root of the word "communis" was "communico" which means sharing (Stuart, 1983, in Vardiansyah,

2004: 3). In other literature mentioned communication also came from the word "communication" or

"communicare" which means "made the same" (to made common). The term "communis" was the term most commonly referred to as the origin of the word communication, which was the root of a Latin word similar to Communism suggesting that a thought, a meaning, or a message be embedded equally. Pawito and C Sardjono (1994: 12) attempt to define communication as a process by which a message was transferred or passed (via a channel) from a source to a recipient with the intention of changing behavior, changes in knowledge, attitudes and or other overt behavior. There were at least four major elements in the communication model: source, message, channel and receiver.

From some expert opinions above could be concluded that emotional control had a role and great benefits for the improvement of a competence. Therefore, if the competence was low then most likely the emotional control was also low. On the other hand if the high competence of the emotional control was also high.

C. *CREATIVITY*

Creativity was the process of pooling knowledge from different areas of experience to produce new and better ideas. (West, M, 2000). Ford (in West, M., 2000), states that creativity was a subjective consideration and a specific context of the novelty and value of a result of individual and collective behavior. According to Cambell (1986), and Glover (1990), creativity was a novelty-

producing activity, meaning invasion, unprecedented and bizarre; Useful, meaning more practical, easier, overcoming difficulties, and producing better; Understood (understandable), which means the same results could be understood and could be created at different times.

Utami Munandar (2004: v, 1.7) provided many explanations of the importance of creativity, among others: 1) Creativity was essential for personal growth and success, and vital to the development of Indonesia; In relation to this the role of parents, teachers, and society was crucial. 2) The development of qualified resources capable of leading Indonesia to a leading position, at least parallel to other countries, whether in economic, political, and socio-cultural development, essentially demands our commitment to two things: a) recognition and development Talents of excellence in various fields, and b) the accumulation and development of creativity that everyone basically possesses, but needs to be identified and stimulated from an early age. 3) Companies recognize the enormous meaning of new ideas. Many government departments were looking for people who had creative-inventive potential. These need had not been adequately served.

From some of the above opinions, it could be concluded that creativity was essentially a person's ability to create something new that was relatively different from the existing, based on existing data that reflects fluency, flexibility, originality in thinking and elaborating ability. Indirectly would form a competence in the individual.

D. HARD SKILL

Hard skills were the mastery of science, technology, and technical skills related to the field of science. Hard skills were technical skills inherent or required for a particular profession, for example: mechanical engineers need skills to work with machines, programmers had to master programming techniques with a particular language. (Arhamuwildan, 2012). Knowledge was a very important domain for the formation of one's behavior (Notoatmodjo, 2007). According to Bloom (1956), there were six levels of knowledge. First, knowing was defined as remembering material that has been previously learned. Second, understanding was defined as

the ability to explain correctly about a known object and be able to interpret matter correctly. Third, the application was defined as the ability to use the material that had been studied in the actual condition. Fourth, analysis was the ability to describe materials or objects into components but still within one organizational structure and still to be done with each other. Fifth, synthesis refers to the ability to locate or connect parts in a whole new form. In other words, synthesis was the ability to construct existing formulations. Sixth, evaluation was related to the ability to justify or appraise an object or material. This assessment was based on self-defined criteria or using existing criteria.

In accordance with the above opinion, it was known that the Hard Skill be the main basis for the formation of a competence. Hard Skill established competence, which was in accordance with their respective areas of expertise. A well-formed hard skill would form the appropriate competencies.

3. RESEARCH METHOD

This research used mix method with informants (teachers, students, and parents) were used to strengthen the analysis of researched finding.

3.1 DATA SELECTION AND COLLECTION APPROACH

a. Observation

Observation, the daily activities of human beings by using the five senses as the main aids other than other senses such as ears, smell, mouth and skin. In this case the observation was done by going directly to the research location to obtain the necessary data. The type of observation used in participatory observation was that the researcher was involved in the daily activities of the person being observed or used as the source of research data (Sugiyono, 2007). The observations were conducted for three months, starting from February 2017 to April 2017. The observations included students' emotion control, level of creativity and hard skills.

b. Interview

The interview technique that was conducted was an unstructured interview. The interview is free not composed of questionnaires, in which case interviews are conducted to ask for things that were deemed necessary to clarify data or information at the time of observation. Interview techniques were used to complement, sharpen and deepen data (Ames and Ames, 1984). Interviews were conducted through recording of informants supported by informants from students, mentors and parents.

Selection of informants was done by purposive (purposive sampling) that was some participants "Kampung Sinau" with the work of parents as laborersrude. This was based on the consideration that the concerned was considered capable provide information or information about improvement in student competence"Kampung Sinau" which comes from economically underprivileged families. There were 60

Participants of "Kampung Sinau" were selected to be samples in this study. The sample of the study consisted of 37 elementary students, 12 junior high school students and 11 senior High School student. In an effort to gain additional information, researchers also Establishing the counselor of the learning program and the parents of the student as informant.

c. Documentation

Documentation was done with recording, photos and other activity documents that support the research process.

3.2 MEASUREMENT AND OPERATIONAL VARIABLE DEFINITION

Table 1.

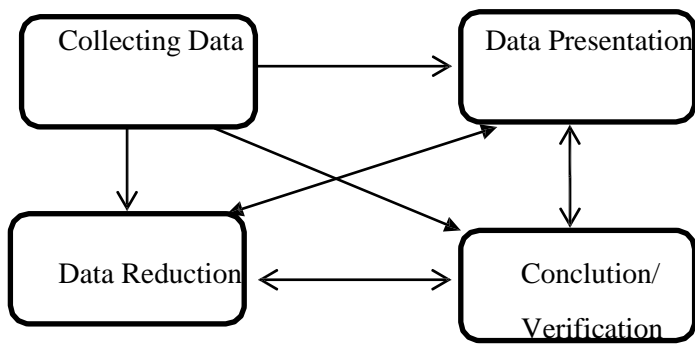
Measurement and Operational Variable Definition

Variable	Source	Measurement
Control Emotion is the ability to identify, understand, use and manage emotions	(Caruso et al., 2000)	<ul style="list-style-type: none"> - Didn't crowd - Appreciate to others - Didn't disturb
Creativity is an activity that produces new innovative, never useful, practical, simplified, resolve difficulties	(Cambell, 1986)	Skill <ul style="list-style-type: none"> - Painting - Dancing - Playing traditional music - Traditional mask - Theater
Hard Skill is more oriented to develop intelligence quotient (IQ).	(Syawal, 2010)	<ul style="list-style-type: none"> - The value of school report

3.3 DATA ANALYSIS METHOD

This research used data analysis technique of Miles and Huberman interaction analysis model. Components of data reduction and data presentation were performed simultaneously with the data collection process. After the data collected, then the three components of analysis (data reduction, data presentation and conclusion) interact with each other. The steps in interaction analysis can be seen in the following figure :

Figure 1.



Source : data analysis method (Sugiyono, 2007)

a. Data Collecting

The data obtained in the form of words were collected in various ways such as observation, interview, essence of documents, tape and processed through recording, typing, editing (Miles and Huberman, 1994). In this research, the data collection process was done by interview, observation and documentation. In the method of observation, researchers conducted observations for three months starting from February to April 2017. Observation was done by seeing, listening and activities of students in Kampung Sinau. Interview method was conducted on three informants, namely students, parents and mentors. Data from interview result in form of note and record.

b. Data Reduction

Data reduction was a form of analysis that sharpens, classifies, directs, and discards unnecessary, organizing data in such a way that final conclusions could be drawn and verified (Miles and Huberman,

1994). In this study, the reduction phase began by selecting a number of data from interviews and observations that support and discard some irrelevant arrivals. Of all the data obtained were selected 60 interviews with students and parents and 22 times observations in three months.

c. Data Presentation

The presentation of data was a set of information composed so as to provide the possibility of drawing conclusions and taking action. In this study, the results of observations were displayed in the form of tables containing the date of observation, place of observation and findings. Interview method was displayed in the form of a table that contains information about the informant and improvement of competence. In addition to the table the results of interviews were also differentiated by category of education, namely elementary, junior and senior high school

d. Conclusion and Verification

The conclusions were based on data reduction which was the answer to the problem raised in the study. The conclusion was based on three methods, namely observation, interview and documentation. Of the three methods performed could be drawn one conclusion derived from the overall data reduction. The conclusion consists of improvement in the competence of each student from different levels of education, namely elementary, junior and senior high school.

4. RESULTS

4.1 IDENTIFY "KAMPUNG SINAU"

"Kampung Sinau" was a free learning program for students located in Jalan Simpang Untung Sudiro, Cemorokandang Urban Village RT 04 RW 04, Malang City. "Kampung Sinau" was founded by youths who aim to create positive activities, increase learning motivation and awareness of the importance of education. The participants of "Kampung Sinau" consist of elementary, junior and senior high school students around Cemorokandang Urban Village. Each teaching program was directly guided by volunteers consisting of students of university and members of the Malang City community. Participating communities in providing guidance and

training include “Sahabat Komunitas”, “Sipudak”, “Enam Dua Project”, “Serikat Mural Surabaya”, “Ngalam Community”, “Blero”. The learning programs provided include learning guidance, arts training, and the educating of moral values. Study guidance was provided to the participants to support learning at school, task work and exam preparation. Art programs include painting, drawing, dancing, theater, and traditional musical instruments. In addition, the cultivation of moral values was done by direct guidance in the form of advice or reprimand to the participants of learning by the counselors.

4.2 CHARACTERISTICS OF PARTICIPANTS

At the beginning of the study precisely in February, participants "Kampung Sinau" amounted to 106 consisting of 64 students of elementary school, 23 junior high school students and 19 senior high school students. The students came from the Cemorokandang State Elementary School, Islamic Junior School, vocational high school 09 of Malang. In this study did not all participants "Kampung Sinau" became the sample of research. Sampling based on the research objective was to examine the participants of "Kampung Sinau" from economically underprivileged families. The following list of economic conditions of participants "Kampung Sinau" which was reviewed from the work of parents.

Table 2.

Parent's Job

Classification	Total	Parents' job
Elementary students	37	Factory workers, farm laborers, small traders and construction workers
	11	Civil servants
	16	Employee
Junior High School Students	12	Labor factory, farm workers, small traders and construction workers
	4	Civil servants
	7	Employee
Senior High School	11	Labor factory, farm workers, small traders and construction workers
	8	Employee

Based on the above data selected 60 participants "Kampung Sinau" which came from low economics families as research samples. Economic classification was less able based

on the type of parent work that includes farm laborers, factory workers, small traders and construction workers. The selected sample was 37 elementary school students, 12 junior high school students and 11 high school students.

4.3 RESULTS

a. Observation Results

In the observation result (attachment), there were different findings on the improvement of competence of elementary, junior high and high school students. Elementary students had significant increases in the value of report cards, based on observations at learning outcomes. Unlike the junior high school students who had increased competence in terms of creativity, it was proved by the work on art training events that were more diverse and creative. In addition, since studying in "Kampung Sinau" many junior high school students were adept at dancing and playing traditional musical instruments. On the other hand, high school students had increased competence in the three areas observed, as evidenced by emotion control, the value of report cards, art skills were equally increased.

From the observation during the three months also generated a difference in the level of emotion control of elementary, junior and senior high school students. High school students had good emotion control, while elementary school students still need a lot of guidance and advice from mentors. This was slightly different from junior high school students who have less good emotion control. Some junior high school students often do not listen to mentors' explanations, interrupt friends and crowded when given guidance.

b. Results of Interview with Student

Interviews were conducted by researchers on 60 selected samples. The interviews resulted in differences in the competence of elementary, junior and senior high school students. Elementary students had the greatest competency improvement on the hard skill aspect of 95% of students. This was evidenced by 35 elementary school students who had increased the

value of school report cards. The increase in report cards was due to the more regular elementary school students following the tutoring in "Kampung Sinau". The level of student appreciation was also pretty good, when doing wrong just enough reprimanded one time it will return serious study. In addition, the competence of students in the aspect of creativity also increased, as many as 24 students had high levels of creativity when displaying artistic results that include painting and drawing.

Junior high school students had the highest competency improvement in creativity aspect. This was proven by as many as 11 students or 90% of skilled and creative students in displaying artwork after studying in Kampung Sinau. Several types of art works were produced by junior high school students, such as paintings, masks, and collages. In addition, junior high school students are also able to perform art performances such as drama, dance and traditional music. Not only that, changes in the competence of junior high school students from hard skills aspect also increased. It's just that the level of emotion control of junior high school students still needs to be improved, it was evident from the 12 samples studied only 4 students who can appreciate the opinions of friends and listen to the explanation of teachers, the rest still need a lot of guidance.

The level of competence of high school students from aspects of emotion control, creativity and hard skills were balanced. This was evident from the results of interviews, as many as 9 students have soft skills and good artistic skills. High school students were more able to respect others than elementary and junior high school students. In addition, high school students also had artistic skills such as being able to paint, make masks, and perform art performances. The competence of the hard skill aspect was also good and increasing, as many as 8 students have increased the value of report cards after studying in the "Kampung Sinau".

c. Results of Interview with parents

From the result of the interview that came from the informant was the parents of the students, as many as 45% or 17 parents of elementary school students said his child obedient

to the parent's orders after studying in "Kampung Sinau", while 35% of the students' parents said that there was no change of student's compliance after studying at "Kampung Sinau". The biggest change of competence comes from the hard skill aspect, it was in accordance with the recognition of the student's parent. As many as 95% of parents said there was an increase in the value of school report cards after studying in "Kampung Sinau". In addition, the increase was also in the aspect of creativity, as many as 60% of parents say there was an increase in art skills after studying in "Kampung Sinau".

Based on the information of parents of junior high school students, the greatest improvement of competence came from the aspect of creativity. As many as 80% of parents of junior high school students said their children become more creative and often participate in art performances after studying in "Kampung Sinau". In addition, junior high school students also experience increased competence on hard skill aspects. As many as 75% of parents said that the value of school report cards increased after studying in "Kampung Sinau". However, the emotion control condition of junior high school students was still not very good. It was marked from 12 parents interviewed by only 40% who stated their child was obedient after studying in "Kampung Sinau", while the rest still need more guidance.

The change of competence in high school students was relatively balanced, it was also supported by the statement of parents. Improvement occurred in the aspect of emotion control, as much as 80% of students obey parent orders. In addition to the aspect of creativity, as many as 80% of parents said that high school students experience an increase in artistic skills such as making masks, dancing and playing traditional musical instruments. In the hard skill aspect, 75% of parents said that there was an increase in the value of report cards of high school students after studying in "Kampung Sinau".

d. Results of Interview with teacher

In an effort to obtain additional information, the researcher also sets the guidance of the learning program as an informant. Based on the results of interviews with the supervisors and researchers got the same results, there were differences in the level of competence of elementary school students, junior high and senior high school. According to the mentors, elementary students had the highest competency improvement on the hard skill aspect. The following caused the elementary school students to had the highest competence improvement on the hard skill aspect :

1. Elementary school students follow the learning program diligently

The tutoring program in "Kampung Sinau" was held for five days a week. Precisely starting on Sunday to Friday, at 18:00 pm. The learning program was conducted in the founder's house of "Kampung Sinau" or the study room. Compared to junior and senior high school students, elementary students were more diligent in following the guidance program every day. The students did not only get guidance on school subjects, but also get guidance to do school work and do the test questions for the exam preparation.

2. Younger elementary students were fostered

The counselor state that teaching elementary children was easier than junior high school. This was because elementary school students had a higher level of appreciation. In addition, if you made a mistake, just with one time the advice of elementary school students would listen to it.

Based on the information of the counselors, junior high school students had a high artistic skill improvement compared to elementary and high school students. Here were some of the causes of junior high school students having a high artistic skills improvement.

1. Level of creativity

According to the tutors, the level of creativity of junior high school students was very high. Students loved to make artworks such as paintings, masks, collages based on their own imagination. In addition, when given training to play traditional musical instruments, junior high school students also often play songs other than songs that are taught like a song that was famous at that time

2. Great curiosity

Based on the supervisor's statement, junior high school students had great curiosity. Students actively ask questions when practicing the arts, and seek information from other sources such as books in the library "Kampung Sinau". According to tutors, junior high school students were characteristic of students who have poor emotion control. This was evident from several attitudes shown, including:

1. Disrespect the opinion of friends

When friends made mistakes, junior high school students often mock other friends. If it did not agree with the opinion of friends, junior high school students tend to force their own will.

2. Joking while learning

When received learning and training, junior high school students were often crowded and some students disturb other students.

3. Fast anger and competitive

Junior high school students when advised by teachers and friends tend to be incapable of receiving such advice and even anger. In addition the students also often compete unhealthy when following the race held in "Kampung Sinau".

Different to elementary and junior high school students, high school students tend to experience a balanced increase in competence. Student became better in emotion control levels, increased artistry skills and hard skill competencies were also increasing. Here were some of the reasons for the balance of increased competence in high school students :

1. Level of maturity

High school students consist of mostly teenagers who had entered adulthood early, so as to manage their own needs. High school students were also able to control emotions well and respect others.

2. Experience

High school students must had more experience than elementary and junior high school students. From the results of the experience was useful to improve the knowledge and creativity of learners.

5. CONCLUSION, IMPLICATION AND LIMITATION

5.1 CONCLUSION

Based on the results of research and discussion, the following conclusions could be drawn:

1. "Kampung Sinau" Learning Program was able to increase the competence of students from low economics families.

Students of "Kampung Sinau" from the low economics families had increased competence in various aspects including emotion control, creativity, and hard skills.

There were different competence improvements between elementary, junior and senior high school students after studying in "Kampung Sinau".

2. Based on the observation results for three months, the competence of elementary students was greatly improved in hard skill aspect. It was also supported by the results of interviews with the students, a total of 35 students from 37 students had increased the value of report cards. The results were also reinforced by 95% of primary school students who said there was an increase in the value of report cards. In addition, based on interviews with supervisors also stated that the majority of elementary school students had increased competence on aspects of hard skills.
3. Based on the observation for three months, the competence of junior high school students was greatly improved in the aspect of creativity. It was also supported by the results of interviews with the students, a number of 11 students from 12 students had increased the value of report cards. The results are also reinforced by 80% of parents of junior high school students who said there was an increase in the value of report cards. In addition, based on interviews with supervisors also stated that the majority of junior high school students are skilled in art after studying in "Kampung Sinau".
4. Based on the observation results for three months, the competence of high school students experienced a balanced increase in three aspects. In the aspect of emotion control high school students were able to control emotions, appreciate others and listen to the explanation mentor. In the aspect of creativity, high school students also experience improvements, especially in terms of making fine arts, painting, dance and other art performances. In addition, for the hard skill aspect of high school students also experienced an increase, it was evident from the value of the report cards also increased.

5.2 Implication

Based on the results of research, there were several suggestions as follows:

1. Learning program for elementary students, there should be a balance between hard skills, creativity, and emotion control. Improvements in hard skill alone were less supportive of student success in their environment. Therefore, based on this research it was expected that learning program elementary school students, not only oriented to hard skills, but creativity and emotion control also need to be sharpened again.
2. Learning program for junior high school students, hard skill and emotion control should be improved. Hard skills needed to encourage junior high school students to gain a broad knowledge knowledge, while emotion control was required for junior high school students to have a good attitude, can appreciate the opinions of friends, can control themselves.
3. Learning program for high school students. Kept balance between hard skill, creativity, and emotion control. A balance of hard skills, creativity, and emotion control was necessary for high school students, considering high school students are ready to enter the world of work and lectures.
4. For Student Parents. Through this research, parents were expected to know that individual success was determined by hard skills, creativity, and emotion control. Parents were not allowed to scold children just because one of the less good academic value. Parents were expected to motivate learners to develop pendiidkan from all sides, both from the value of school (hard skills), creativity and emotion control.
5. For Teachers. Through this research, it was expected that teachers could have balanced learning between hard skill, creativity, and emotion control. Teachers were expected to provide moral guidance to students and also help students to be more creative.

5.3 Limitation

For more research could be developed by adding other variables such as character and self-concept.

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Appendix

Table 3.

Observation Results

Number	Place	Date	Outcome
1	Study Room of "Kampung Sinau"	06-02-2017	<input type="checkbox"/> Elementary students followed the guidance of learning Mathematics and Indonesian language
2	Study Room of "Kampung Sinau"	14-02-2017	<input type="checkbox"/> Elementary and junior high school students attend tutoring <input type="checkbox"/> Junior High School students

3	Library of "Kampung Sinau"	19-02-2017	<input type="checkbox"/> High school students study in the library
4	The home page of "Kampung Sinau"	21-02-2017	<input type="checkbox"/> Participants participate in training to make masks from waste paper
5	Study Room of "Kampung Sinau"	25-02-2017	<input type="checkbox"/> Elementary and junior high school students attend tutoring <input type="checkbox"/> Junior high school students interfere with other students while studying elementary students laugh
6	Library of "Kampung Sinau"	27-02-2017	<input type="checkbox"/> Elementary, junior and senior high school students study and read books in the library <input type="checkbox"/> Junior high school students were
7	The home page of "Kampung Sinau"	28-02-2017	<input type="checkbox"/> Students participate in the training of waste plastic <input type="checkbox"/> The work in the form of wall hangings, robots, school equipment
8	Study Room of "Kampung Sinau"	02-03-2017	<input type="checkbox"/> Elementary and junior high school students study both IPA and Arba Language
9	Study Room of "Kampung Sinau"	04-03-2017	<input type="checkbox"/> Students consult about schoolwork <input type="checkbox"/> Primary school students were
10	The home page of "Kampung Sinau"	06-03-2017	<input type="checkbox"/> Students learn to draw and play angklung and gamelan instruments <input type="checkbox"/> Elementary school students were interested in drawing
11	Library of "Kampung Sinau"	09-03-2017	<input type="checkbox"/> Students read books in the library <input type="checkbox"/> High school students were serious, junior high school students reading while joking, elementary school students accompanied by accompanying

			mentors
12	Study Room of "Kampung Sinau"	11-03-2017	<input type="checkbox"/> The classroom atmosphere was more organized but there were some junior high school students joking
13	Library of "Kampung Sinau"	14-03-2017	<input type="checkbox"/> All students were seriously reading

14	Study Room of "Kampung	19-03-2017	<input type="checkbox"/> Evaluate learning outcomes <input type="checkbox"/> The majority of students had
15	Study Room of "Kampung Sinau"	22-03-2017	<input type="checkbox"/> Students undertake school work guided by volunteers <input type="checkbox"/> Junior high school students were often joking
16	The home page of "Kampung Sinau"	30-03-2017	<input type="checkbox"/> Students were taught how to make origami art <input type="checkbox"/> The work of junior high school children was better than elementary school
17	The home page of "Kampung	01-04-2017	<input type="checkbox"/> Junior high school students were taught how to make mural
18	Gallery of "Kampung Sinau"	04-04-2017	<input type="checkbox"/> Elementary students were trained in coloring masks of "malangan"
19	Gallery of "Kampung Sinau"	07-04-2017	<input type="checkbox"/> Training to made masks of "malangan"
20	The home page of "Kampung Sinau"	14-04-2017	<input type="checkbox"/> High school and junior high school students perform art performances <input type="checkbox"/> High school and junior high school students were very good at traditional
21	The home page of "Kampung Sinau"	18-04-2017	<input type="checkbox"/> Students attend the "Pelangi Nusantara" festival <input type="checkbox"/> Students were very interested in art training
22	Gallery of "Kampung Sinau"	23-04-2017	<input type="checkbox"/> Students were trained in coloring masks of malangan <input type="checkbox"/> The work of junior high school students was more creative

Conversation of the researcher with the student of elementary school

Researchers : How long you have learned in "Kampung Sinau"?

Student : About 1 year ago

Researchers : How about the lesson delivered by the counselors?
 Student : Amazing, we become smarter
 Researcher : Are you happy to study here?
 Student : I am so happy, the teacher is doing well
 Researchers : Did you hear what the teacher said?
 Student : I am listening very well, we are taught about English conversation.
 Researchers : In class can someone disturb you?
 Student : Theres my friend often disturbs when I study
 Researcher : Do you disturb him also?
 Student : Yes i am, endless he disturbed
 Researcher : Oh i see, in here what kind of art who you want to study?
 Student : Likes to play angklung
 Researcher : Oh thats good, but what study do you like best?
 Student : I like school learning, like do my homework
 Researcher : Really? what the leson do you like?
 Student : I like science lessons
 Researc her : so, do you have a good mark for science?
 Student : Yes of course, I get 98
 Researcher : Wow good, thats increased from the before, right?
 Student : Yeah, used to be 80
 Researcher : Well done, keep it.

Conversation of the researcher with the student of junior high school student

Researcher : Do you often study in "Kampung Sinau"?
 Student : Yes I do
 Researcher : What do you like from "Kampung Sinau"?
 Student : I like it because there is art lesson, I can play drama, continue to be taught paint
 Researcher : Do you like to appear on stage?
 Student : Yeah I like, because I can express my feelings
 Researcher : Well done, can you design painting?
 Student : I like it, but in here i am still learning, in here I was also taught to dare to pour ideas through painting

Researcher : By the way, how your reports score?

Student : Good enough, but if in art lesson, I always get good mark

Researcher : Good, but you need to balance your skill into other lessons. By the way, shall you teach your friend if they don't understand?

Student : No, I don't want, because my friend must do that with his self

Researcher : You should share with your friends so when you need them, Your friends also want to help you, anyways share knowledge it has nothing to lose

Student : yeah, I think so, I'll try it

Conversation of the researcher with the student of senior high school student

Researcher : How about your study in school?

Student : Yeah, I am studying very well

Researcher : When you are studying, you like to study with your self or in group?

Student : If individual tasks I do by myself but if the group task I work with friends but usually I often discussion for learning.

Researcher : Active in organization or not?

Student : I active in OSIS, because we are taught to discipline, appreciate friends and learning organization also

Researcher : Do you like to join study in "Kampung Sinau"?

Student : Yes, I like but also adjust to my school schedule

Researcher : What's your favorite thing to do?

Student : I very like to play theater

Researcher : So good, keep it.

Conversation of Researcher with Parent of Elementary Participant

Researcher: Good afternoon, are you busy?

Parents : I am not busy

Researcher : By the way mam, How the development of your son after joining the "Kampung Sinau" program?

Parents : So good, their score get better because in there, the children can more learn likes coursing.

Researcher : Whether the child's mother becomes more obedient?

Parent : Hahaha, like a other child, sometimes yes sometimes no but that's sound good when his parent talk to their, they don't argue.

Researcher : Oh I see, that's mean the "Kampung Sinau" program has more benefit.

Parents : Yeah, I hope the best for "Kampung Sinau, so they can teach more child to be better and can more polite to his parents.

Conversation of Researcher with Parents of Junior High School Participant

Researcher : Assalamualaikum mam, can I give some questions about "Kampung Sinau" mam?

Parent : Walaikumsalam, what do you want to ask?

Researcher : Yes mam, I want to ask you how the development of your children's value after learning In "Kampung Sinau"?

Parents : Yes, good enough, more surprising in art, because my child take his passion in art, like theater, he always play.

Researcher : oh Goodness, that's mean, program of "Kampung Sinau" has more benefit for other people

Parents : I think so

Conversation of Researcher with Parent of Senior High School Participant

Researcher : How the feeling to have a child who in Senior high school mam?

Parent : Parents can only be vigilant, which is important the child is not kind

Researcher : How about the score in school?

Parents : Good enough, there is increasing in their

Researcher : oh Goodness, that's mean, program of "Kampung Sinau" has more benefit for other people

Conversation of Researcher with Master about Elementary Children

Researcher : Good afternoon mam, we are from ABM, can we give you some questions about the score of children who study in "Kampung Sinau"?

Teacher : Good enough, they are more diligent if given homework directly done. They are also more active in the class

Researcher : And then, How about condition in class? So serious or noisy?

Teacher : Everybody still disturb others

Researcher : I see, maybe in the future they can change mam.

Conversation of Researcher with Teacher about Junior High School Children

Researcher : Good afternoon mam, we are from ABM, can we give you some questions about the score of

children who study in “Kampung Sinau”?

Teacher : Good enough, but more increasing in art lessons

Researchers : How about their social life? How they communicate with the others?

Teacher : Yeah, likes problem of teenagers, sometimes become very selfish to his friend

Researcher : So, what the difference after they study in “Kampung Sinau”, mam?

Teacher : Yes, there is a change, it has started to calm down, pay attention and appreciate
The people around them

Conversation of Researcher with Teacher about High School Children

Researcher : Good afternoon mam, we are from ABM, can we give you some questions about the score of children who study in “Kampung Sinau”?

Teacher : Good enough, they already have his softskills and active to join organizations, also can more appreciate his friend.

Researcher : how about their creativity mam?

Teacher : Good enough, they dare to express ideas and opinion, there is a better improvement, more creative and better personality.

Table 4.

Interview Results with Students

Educational level	Outcome
Elementary School	<ul style="list-style-type: none"> • Emotion Control 15 students had good emotion control 22 students were not yet stable in controlling emotions • Creativity 24 students had increased artistic ability 13 students were not interested in art training • Hard Skill 35 students had increased the value of school report cards 2 students whose grades had not increased

Junior High School	<ul style="list-style-type: none"> • Emotion Control 4 students had good emotion control 8 students were not yet stable in controlling emotions • Creativity 11 students had increased artistic ability 1 students were not interested in art training • Hard Skill 10 students had increased the value of school report cards 2 students whose grades had not increased
Senior High School	<ul style="list-style-type: none"> • Emotion Control 9 students had good emotion control 2 students were not yet stable in controlling emotions • Creativity 9 students had increased artistic ability 2 students were not interested in art training • Hard Skill 8 students had increased the value of school report cards 3 students whose grades had not increased

Table 5.

Interview Table with Student Parent

Educational level	Outcome
Elementary School	<input type="checkbox"/> Emotion Control 45% of students were obedient to parental orders 35% of students were less concerned about parental orders <input type="checkbox"/> Creativity 60% of students experience an increase in artistic ability
Junior High School	<input type="checkbox"/> Emotion Control 40% of students were obedient to parental orders 60% of students were less concerned about parental orders <input type="checkbox"/> Creativity 80% of students experience an increase in artistic ability

Senior High School	<ul style="list-style-type: none">• Emotion Control 80% of students were obedient to parental orders 20% of students were less concerned about parental orders• Creativity 80% of students experience an increase in artistic ability 20% of students were not interested in art training• Hard Skill 75% of students had increased the value of school report cards 25% of student reporting grades did not increase
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