

ABSTRACT

Technology-Enabled Learning Creation towards Creative Learning Community

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Learning community consisting of a group of students who follow several courses together has been implemented in many universities in the United States or countries in Europe as a means of enhancing student learning. However, this learning community program is not commonly found or even no universities have adapted it in Indonesia. Likewise in Telkom Engineering Graduate School, as an institution of higher education in the fields of engineering, Telkom Engineering Graduate School, creativity of students need to be exercised in the student learning system, it is based on a finding of UNESCO which says that creativity is needed by engineering students to solve challenges at their workplace in the future. In addition, the National Education System of the Republic of Indonesia in 2003 has also been established that one of the standards of education in Indonesia is implementing learning that develops creativity of students.

This thesis proposes a conceptual model of creative learning community that is supported by technology as a learning program to improve student learning.

This model was built by adapting the Information Systems Research Framework of Hevner, et al, which produces artifacts consisting of constructs, models, and methods, as well as the evaluation of artifacts. Evaluation model of Creative Technology - Enabled Learning Community (T-E CLC) is conducted by a case-study obsevational approach in the learning process of thesis at the Telkom Engineering Graduate School, Telkom University. The results of this thesis is the T-E CLC constructs, models and methods of applying. Two constructs of T-E CLC, namely, first, elements of T-E CLC that consist of learning community, initiatives, creative learning, and technology; and, secondly, the phases of the development of T-E CLC consisting of four phases, namely, establishment, cooperation, collaboration, and involvement. Elements of T-E CLC can be used to identify the quality of the learning process of a course, while the phases of development of T-E CLC can be used for applying T-E CLC on a subject. The development phases of T-E CLC are developed by adapting the Phases of Engagement of Conrad and Donaldon by considering the elements of T-E CLC. The conceptual model of T-E CLC and its development phases can be a guide for the course or institution of higher education to be able to apply Creative Learning Community in accordance with the needs of the institution.

Keywords: learning community, creative thinking, engaged learning, technology