

TABLE OF CONTENTS

APPROVAL PAGE	ii
SELF DECLARATION AGAINST PLAGIARISM.....	iii
ABSTRACT.....	iv
ABSTRAK.....	vi
ACKNOWLEDGMENTS.....	ix
TABLE OF CONTENTS.....	x
TABLE OF FIGURES	xiv
LIST OF TABLES.....	xv
CHAPTER 1 THE PROBLEM	1
1.1 Rationale	1
1.2 Theoretical Framework.....	1
1.3 Statement of the Problem	4
1.4 Scope and Delimitation	4
1.5 Importance of the Study	4
1.6 Definition of Terms	4
CHAPTER 2 REVIEW OF LITERATURE AND STUDIES	5
2.1 Learning Community.....	5
2.1.1 Definition of Community.....	5
2.1.2 Definitions of Learning Community	6
2.1.3 The History of Learning Community	7
2.1.4 Characteristics of Learning Community.....	8
2.1.5 Benefits of Learning Community.....	9
2.1.6 Types of Learning Community	11
2.1.7 Learning Community In Graduate Program	14
2.1.8 Learning Community Frameworks	14
2.2 Creative Thinking	17
2.2.1 A Need of Creativity	18
2.2.2 Definition of Creative	18
2.2.3 Definition of Creative Thinking	19
2.2.4 Components and Process Of Creative Thinking.....	19
2.2.5 Creative Thinking in Engineering.....	21
2.2.6 Group Creativity	23

2.3 Creative Learning Communities	25
2.3.1 Creative Learning Communities in School Level	25
2.3.2 Creative Learning Communities in Organizational Level	26
2.3.3 Engagement in Creative Learning Communities	28
2.4 Learning Outcome.....	30
2.5 Learning Technologies	30
2.6 Information System Research Framework.....	33
2.7 Statistical Analysis	36
2.7.1 Questionnaire Design.....	36
2.7.2 Test validity of research instrument	36
2.7.3 Test realibility of research instrument.....	37
CHAPTER 3 RESEARCH METHODOLOGY	38
3.1 The Research Framework	38
3.2 Phase 1: Understanding Definitions and Characteristics of Learning Communities and Creative Learning Communities	40
3.2.1 Defining Learning Community	41
3.2.2 Defining Characteristics of Learning Community.....	42
3.2.3 Defining Creative Learning Community	43
3.2.4 Defining Characteristics of Creative Learning Community	44
3.2.5 Determing Course to Apply Creative Learning Community Concept in The Environment ..	47
3.2.6 Analysing the Creative Climate of the Selected Course	49
3.2.6.1 Survey objective and method	49
3.2.6.2 Questionnaire design	50
3.2.6.3 Tools for data analysis.....	52
3.3 Phase 2: Analyzing Construct Candidates of Creative Learning Community Framework.....	52
3.3.1 Learning Community	53
3.3.2 Initiative	54
3.3.3 Creative Learning	55
3.3.3.1 Creative thinking	55
3.3.3.2 Group Creativity	55
3.3.3.3 Engaged learning.....	56
3.3.3.4 Learning activities	57
3.3.4 Technology in Creative Learning Community	57
3.3.5 Student Learning Outcome of.....	58

3.3.6 Interaction Characteristics in Technology-Enabled Creative Learning Community	60
3.3.7 Analysis of Creative Learning Community Framework	61
3.3.7.1 Analysis of Creative Learning Component	62
3.3.7.2 The Development Phases of Technology-Enabled Creative Learning Community	62
3.3.8 Construct Candidates Analysis Result of Technology-Enabled Creative Learning Community	63
3.4 Phase 3: Designing Technology-Enabled Creative Learning Community Model	64
3.4.1 Constructs Determination of Technology-Enabled Creative Learning Community	64
3.4.2 Conceptual Model of Technology-Enabled Creative Learning Community	65
3.4.2.1 Interaction of components in the constructs of technology-enabled creative learning community	66
3.4.2.2 Interaction between components of the constructs of technology-enabled creative learning community and the application methods of technology-enabled creative learning community	67
3.4.3 Application Method of Technology-Enabled Creative Learning Community	68
3.4.4 Logical Framework	69
3.5 Evaluation of Technology-Enabled Creative Learning Community Model	70
3.5.1 Evaluation Objective and Method	70
3.5.2 Evaluation Strategy	70
3.5.2.1 Population/sampling	71
3.5.2.2 Instrumentation and data collection preparation	71
3.5.2.3 Evaluating the model by the experts	72
3.5.2.4 Analyzing the evaluation result.....	73
3.5.2.5 Tools for data analysis.....	73
CHAPTER 4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.....	74
4.1 Analysis of Creative Climate.....	74
4.1.1 Respondent Profile.....	74
4.1.2 Discussion and Result.....	76
4.1.2.1 Test validity	76
4.1.2.2 Test reliability.....	78
4.1.2.3 Appropriateness of the prerequisite of thesis course with its learning objective.....	80
4.1.2.4 The impact of the prerequisite courses to students' thesis learning process	81
4.2 Analysis of the Conceptual Model Evaluation	84
4.2.1 Evaluation of the Constructs of Technology-Enabled Creative Learning Community	84
4.2.2 Evaluation of Learning Outcomes of Technology-Enabled Creative Learning Community .	87

4.3 Evaluation of Technology-Enabled Creative Learning Community Model	88
4.4 Recommendation of Implementation Opportunities of Technology-Enabled Creative Learning Community Model at TEGS, Tel-U	88
4.5 Summary of Findings.....	90
CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS	91
5.1 Conclusions	91
5.2 Recommendations	91
BIBLIOGRAPHY	92
Appendix 1 Adapted Situational Outlook Questionnaire (SOQ).....	100
A. English Version.....	100
B. Indonesian Version	109
Appendix 2 Academic Data Review	118
A. Individual Course Enrollment for Student Period of 2009.....	118
B. Individual Course Enrollment for Student Period of 2010.....	119
C. Individual Course Enrollment for Student Period of 2011.....	120
D. Individual Course Enrollment for Student Period of 2012.....	122
E. Average Individual Course Enrollment of Whole Courses	123
Appendix 3 Validity and Reliability Testing Results	124
A. Validity Testing Results	124
B. Reliability Testing Results	130
Appendix 4 Interview Guidelines	134
Appendix 5 Observation Guidelines of the Case Study	139
Appendix 6 Summary of the Interviews for Evaluating the Conceptual Model	140
Appendix 7 Transcripts of the Oral History Interviews with the Informants.....	153