

Bridging Society 5.0 Skills: The Role of Extracurricular Plan Cards in Enhancing Student Creativity in German Language Education Students at Malang State University

Dewa Ayu Satwikayani¹; Primardiana Hermilia Wijayati^{2*}; Oybek Khushbokov³

¹ Universitas Negeri Malang, Indonesia, dewa.ayu.2202416@students.um.ac.id

² Universitas Negeri Malang, Indonesia, primardiana.hermilia.fs@um.ac.id

³ Chirchik State Pedagogical University, Uzbekistan, oibekh@yahoo.de

**Corresponding author:*

E-mail:

primardiana.hermilia.fs@um.ac.id

Abstract

This study describes the development of creativity among German Language Education students at Universitas Negeri Malang in the Society 5.0 era through their participation in extracurricular activities planned and documented using Extracurricular Plan Cards (KRE) within the Student Extracurricular Credit System (SKEMA). This study employed a descriptive quantitative approach. Data were collected from 227 students through an online questionnaire distributed via Google Forms and analyzed using descriptive statistics, with results presented in percentages. The findings indicate that students' creativity development, as reflected in the verified Extracurricular Result Cards (KHE), is predominantly channeled through scientific activities and forums aligned with their discipline, as well as roles as committee members and administrators in student organizations. Students actively engage in collaborative activities and knowledge-building experiences that strongly support their creativity development. High involvement in scientific and organizational activities demonstrates that students are capable of transforming original ideas into tangible and meaningful contributions. These results underscore the importance of self-regulation and active engagement beyond routine documentation to optimally realize creative potential. Students expect the Extracurricular Result Cards system to provide stronger support for competitive pathways in order to stimulate higher-order creative thinking. This study provides practical recommendations for university policymakers, program coordinators, and lecturers to refine the implementation of Extracurricular Plan Cards, thereby better aligning non-formal learning with the creativity demands of the Society 5.0 era.

Keywords: *Creativity, Era Society 5.0, Extracurricular Plan Cards, German Language Education*

Introduction

The Society 5.0 era, initiated by the Japanese government and now serving as a global reference, places the integration of cyberspace and physical space as the foundation of societal life. In the context of education, this era demands that individuals not merely master technology, but also possess higher-order thinking skills, including creativity, critical thinking, collaboration, and communication (Fitriana et al., 2023). Education 5.0 emphasizes

How to cite:

Satwikayani, D. A., Wijayati, P. H., & Khushbokov, O. (2026). Bridging Society 5.0 Skills: The Role of Extracurricular Plan Cards in Enhancing Student Creativity in German Language Education Students at Malang State University. *International Conference on Education, Language, Literacies, and Literary Studies (ICONELS)*. Nexus Publishing NXP. ISSN: 3064-433X. Pages 53-62. doi: [10.63011/iconels.v3i1.120](https://doi.org/10.63011/iconels.v3i1.120)

the balance between technical and human capabilities, meaning that without adequate creativity, the younger generation risks falling behind in meeting global demands (Satria, 2021). 21-century skills, particularly creativity, have become one of the essential competencies that students must acquire. Creativity is not simply the ability to generate new ideas, but also the capacity to solve problems innovatively and produce meaningful outcomes. (Makmuri & Harun, 2024). Creativity emerges as an indispensable core skill because it drives innovation and adaptation to rapid changes (Dewi et al., 2025). Creativity is not merely the ability to generate new ideas, but rather a Higher Order Thinking Skill competence that encompasses cognitive flexibility, originality, and the elaboration of ideas (Harahap et al., 2023).

Research indicates that the development of creativity in higher education impacts not only academic achievement but also students' readiness to enter a competitive and ever-changing workforce (Rivas et al., 2025). In Indonesia, specifically at Universitas Negeri Malang, the phenomenon of utilizing Extracurricular Plan Cards (KRE) as part of the Student Extracurricular Credit System serves as a response to the demands of Society 5.0. The KRE functions as a systematic planning document for students to engage in extracurricular activities, monitor their achievements, and accumulate credits (Universitas Negeri Malang, 2025). This phenomenon reflects the institutional effort to integrate non-formal learning into the curriculum, aiming to enhance soft skills, including creativity (Faculty of Education UM, 2025). However, the implementation of the KRE still encounters challenges in optimizing its impact on the development of students' competencies.

Higher education institutions hold a strategic responsibility in fostering student creativity and innovation via a range of structured and continuous academic and extracurricular programs (Brojonegoro et al., 2025). Although the importance of creativity has been globally recognized, recent empirical data indicates that the creativity level of Indonesian higher education students falls into the moderate category. The students' average creativity score reaches merely 58.1% in the dimensions of cognitive flexibility and originality, whereas their capacities for elaboration and innovation remain relatively low. (Yunus et al., 2025). This condition is further exacerbated in the post-pandemic era, where learning demotivation and reliance on conventional methods have led to a decline in creative thinking skills (Milano et al., 2025). The persistently low scores in educational quality contribute to the weak creative thinking skills of students across many higher education institutions (Anisa et al., 2025).

Malang State University has developed 44 Student Activity Units (UKM) that encompass six main fields such as spirituality, reasoning, sports, arts, special interests, and welfare to design a vital forum for student creativity and innovation (Malang State University Student Organization Catalog, 2025). The Student Extracurricular Credit System (SKEMA) is an official mechanism for declaring the achievements of student extracurricular activities, regulated by the Rector's Regulation of Universitas Negeri Malang Number 6 of 2024. The KRE aims to encourage students to participate in non-academic activities that can enhance soft skills such as leadership, teamwork, creativity, and innovation. SKEMA is designed as a requirement for graduation to be attached as a portfolio and can be proposed in the Certificate of Accompanying Diploma (SKPI) (Extracurricular Credit System of the Faculty of Engineering, 2025). University graduates are expected to master 21st-century skills, which are strongly correlated with creativity and innovation (Ardiyani et al., 2020). The curriculum of the German Literature Department requires students to think originally and possess perseverance thru aspects of experiential learning outside the classroom (Oktaputriviant &

Wijayati, 2020). The university's strategy emphasizes the importance of systems in enhancing motivation for career development and a supportive learning environment (Wahyuningsih et al., 2024).

The ability to think creatively, have a clear goal that can be applied, and generate ideas that have never been expressed by others are the three main characteristics of creativity, which are defined as the capacity to generate original ideas and apply them concretely in real life. These three elements work together to create a creative process that inspires each person or group to have an influence rather than ending at the imaginative level (Ken Robinson, 2011). In line with (Sternberg & Lubart, 1995), It is said that creativity results from the interaction of intellectual abilities, knowledge, mindset, character, intrinsic motivation, and environmental stimuli to produce people with a creative perspective who aim to generate original ideas. Diverse creativity requires a varied method and guidance to support the diversity of such creative potential since it incorporates the distinct areas and abilities that each human possesses. Intellectual independence, a strong tolerance for uncertainty, maturity in their desire to work hard on self-development, and a profound enthusiasm for certain elements are all influenced by people who are creative in one or more areas of intelligence (Howard Gardner, 2011).

Few studies specifically explore the significant impact of student organization activities that can develop creativity in the challenges of the Society 5.0 Era (Fuady et al., 2022). Although there is research that plays an important role in the development of non-academic skills, most of it is still related to elementary and secondary schools, not to university students (Hadian Akbar, 2024). The urgency of creativity, communication, digital literacy, and collaboration as Society 5.0 skills has not yet been systematically aligned with the documentation and conversion of students' extracurricular experiences into competency portfolios (Ariastika, 2022). Studies on Education 5.0 and Artificial Intelligence (AI) among students are concentrated on classroom learning design and the use of digital media, sometimes neglecting the extracurricular plan system in higher education policies (Judijanto, 2025). In line with the progress of digital portfolios such as review media and reflections on activity achievements, extracurricular cards have the potential to serve as systematic and orderly repositories of non-academic activity histories, as well as enhancing individual student output (Wati & Ernita, 2023).

This study has identified issues among students in the German language education program, namely (1) the completion of the KRE is pro forma, without systematic planning, (2) the implementation of creativity skills in the Society 5.0 Era in building graduate profiles is not yet optimal. Therefore, to address the impact, there is a need for research relevant to the literature in accordance with the implementation of extracurricular activities. The research problem to be investigated is (1) how the form of creativity in the Era of Society 5.0 develops thru the involvement of German Language Education students in activities planned and documented in Extracurricular Result Card (KHE) The research objective is (1) to analyze how the form of creativity in the Era of Society 5.0 develops thru the involvement of German Language Education students in activities planned and documented in KHE.

Method

This research uses a descriptive method with a quantitative approach. The descriptive method was chosen because this study aims to describe the implementation and analyze the

level of conformity between students' answers on the questionnaire regarding the frequency of creativity activities and the objective evidence recorded in the KHE.

The population in this study consists of students from the German Language Education Bachelor's Program at Universitas Negeri Malang from the 2022, 2023, 2024, and 2025 cohorts who have received the KHE and participated in extracurricular activities according to the planned schedule. The research sample consisted of 227 students obtained during data collection in the classroom and online. The questionnaire in the form of a Google Form was distributed to all students present in the class during data collection, both those who already had the KHE and those who did not yet have the KHE.

After the data is collected, this research uses descriptive analysis to describe the level of creativity of students based on the KHE obtained. The technique used in data analysis is descriptive statistics. The obtained data will be analyzed in percentage form to determine the distribution and trends of each measured variable.

Results

To analyze how the form of creativity in the Era of Society 5.0 develops thru the involvement of German Language Education students in activities planned and documented in the KHE, data from 227 respondents from the German Language Education program were collected using an online questionnaire via Google Form. The descriptive analysis focuses on the actual participation of students in extracurricular activities that have been verified and recorded in the KHE according to the SKEMA categories.

Table 1. Participation in KHE

Extracurricular Activities	Number of Students	Number of Verified Activities	Presentation
Achieving achievements in scientific writing/creativity competitions conducted within a tiered competition/championship system	1	1	1,28%
Achieving achievements in scientific writing/creativity competitions conducted within a tiered championship system	1	1	1,28%
Outstanding Student Award (Mawapres)	1	1	1,28%
Achieving achievements in talent interest activities conducted within a tiered competency/championship system	2	2	2,56%
Achieving achievements in talent interest activities conducted within a tiered competency/championship system	2	2	2,56%

Achieving achievements in Entrepreneurship/Business Plan/PMW competitions	3	3	3,85%
Achieving achievements in other competitions won in tiered or non-tiered competitions/championships, either as a delegate of Universitas Negeri Malang at various levels of work units or independently	3	3	3,85%
Becoming an active organization manager	7	7	8,97%
Active organization member	15	16	19,23%
Committee member for student activities	35	40	44,87%
Assisting in Regular Guidance (LBB, English, Study Groups, TPA, Early Childhood Education, etc.)	1	1	1,28%
Participating in other self-development activities, either independently or as a delegate of Universitas Negeri Malang	1	1	1,28%
Participating in scientific activities/forums (seminars, workshops, workshops) that are aligned with the student's field of study			
	51	52	65,38%
Total	78	130	100%

Table 1, presents the distribution of student participation in the creativity category based on extracurricular activities verified in KHE, with a total of 78 students involved and 130 verified activities (100%). The frequency and percentage coefficients here indicate that the highest participation is in the subcategory of scientific activities or forums (seminars, workshops, workshops) aligned with the field of study, involving 51 students with 52 verified activities, reaching 65.38% of the total in the creativity category (approximately 22.47% of the entire sample of 227 respondents). This figure reflects the students' preference for activities that are knowledge-based and directly contribute to academic competence development, where one student can record more than one activity (52 activities from 51 students).

On the other hand, the participation coefficient in the subcategory of competitive achievement shows a relatively low overall figure. Only 14 students (17.95% from the creativity category) achieved success in various tiered or non-tiered competitions, with the highest distribution in Entrepreneurship/Business Plan/PMW competitions and other

competitions, each with 3 students (3.85%). Talent interest activities in the tiered competition system only involve 2 students per subcategory (2.56%), while achievements in scientific writing/creativity competitions, the Outstanding Student Award (Mawapres), regular mentoring activities (LBB, TPA, PAUD, etc.), and other self-development activities each involve only 1 student (1.28%). This pattern illustrates that although the total number of respondents reached 227, only a small fraction had fully verified KHE in the creativity category, in accordance with the methodological notes that many students do not have KHE due to verification and data input constraints in the SIMAWA system despite having participated in activities. These percentages provide a clear picture of the distribution of extracurricular activity priorities among German Language Education students, where scientific activities and committee/organization roles dominate compared to competitive achievements or self-development.

Discussion

An investigation was conducted to determine how KRE within SKEMA at Universitas Negeri Malang facilitate the development of creativity among German Language Education students in the Society 5.0 era. The descriptive quantitative findings reveal a clear pattern: creativity is predominantly channeled through scientific activities and forums aligned with the discipline as well as committee roles in student organizations, while participation in competitive achievements remains markedly limited. Self-reported creativity indicators further show pronounced strengths in imaginative thinking, generation of unique ideas, deep domain knowledge, and especially intrinsic motivation, yet fluency in rapidly producing many ideas registers the lowest level of agreement.

These patterns align closely with Ken Robinson's (2011) conceptualization of creativity, which emphasizes three intertwined characteristics: the ability to think creatively, to pursue a clear and applicable goal, and to generate ideas that have never been expressed by others. The high engagement in scientific forums and committee work demonstrates that students are actively translating imaginative and original thinking into concrete, documented contributions within the KHE framework. Rather than remaining at the level of abstract ideation, these verified activities enable students to exert real influence in German language education contexts, moving beyond mere imagination toward tangible outcomes as Robinson advocates.

In line with Sternberg and Lubart's (1995) confluence theory, creativity emerges from the dynamic interaction of intellectual abilities, domain-specific knowledge, intrinsic motivation, supportive environment, and personality traits. The dominance of knowledge-building and collaborative activities supplies the necessary environmental stimuli and disciplinary knowledge that interact powerfully with students' strong intrinsic motivation. This confluence is particularly evident in the elevated indicators of deep knowledge as a foundation for creative ideas and the capacity to elaborate ideas into more complex concepts. However, the comparatively lower fluency in idea generation and the scarcity of competitive achievements suggest that the interaction among these components has not yet achieved full equilibrium. The current KHE documentation process appears to activate intellectual abilities and motivation effectively through readily verifiable collaborative pathways, yet may still require stronger scaffolding to support high-stakes, outcome-oriented creative expression.

Furthermore, Howard Gardner's (2011) theory of multiple intelligences underscores that creativity manifests differently across distinct domains and requires varied methods and guidance to nurture the unique areas and abilities each individual possesses. In the German Language Education context, committee roles and organizational involvement activate interpersonal and intrapersonal intelligences, while scientific forums engage linguistic and logical-mathematical intelligences, allowing students to demonstrate enthusiasm and self-development through KHE-verified pathways. The strong performance on imaginative thinking and unique idea generation reflects successful activation of multiple intelligences. Nevertheless, the limited participation in competitive categories and lower fluency indicate that the existing extracurricular plan card system has not yet provided sufficiently diverse guidance to cultivate creative potential equally across all intelligence areas. This partial alignment reinforces Gardner's assertion that creativity in specialized domains demands tailored support, which KHE currently delivers more effectively in collaborative knowledge-building domains than in competitive or highly fluent generative contexts.

The findings both corroborate and extend previous literature. Consistent with Yunus et al. (2025), who reported moderate creativity levels among Indonesian higher-education students (particularly weak elaboration and innovation), the present data show self-perceptions exceeding the national baseline in imaginative and original dimensions, yet mirror the same deficits in fluency and competitive output. Unlike school-level studies that highlight structured creative programs (Hadian Akbar, 2024; Fuady et al., 2022), the university-level KHE system appears to channel creativity more naturally into collaborative and knowledge-oriented activities than into high-stakes competitive ones. This pattern supports Harahap et al. (2023) and Fitriana et al., (2023) in arguing that Society 5.0 requires a balanced integration of human-centric skills with digital transformation an integration that scientific forums and committee work appear to foster effectively in the German Language Education program. The relatively low competitive participation does not signify an absence of creative potential; rather, it highlights structural factors, including SIMAWA verification constraints, workload pressures, and the process-oriented nature of language pedagogy, which may systematically under-represent high-impact creative outputs.

Overall, the Extracurricular Plan Cards function as a viable institutional bridge for Society 5.0 creativity demands by activating the core mechanisms articulated in Robinson's applied originality, Sternberg and Lubart's interactive confluence, and Gardner's multiple intelligences, particularly through collaborative and knowledge-building pathways. At the same time, the findings illuminate critical areas where the system's documentation and verification processes limit fuller realization of creative fluency and competitive achievement. Refinements in KHE implementation, such as enhanced support for diverse intelligence pathways, targeted scaffolding for competitive activities, and stronger linkages between extracurricular experiences and German-language pedagogical innovation would more fully align student participation with the complete creative processes described by these foundational theories, thereby strengthening graduate profiles for SKPI and the innovation-driven demands of the future workforce.

Conclusion

Based on the descriptive quantitative investigation conducted to determine the role of KHE within SKEMA in enhancing creativity among German Language Education students at Universitas Negeri Malang in the Society 5.0 era, it can be concluded that while most students

actively channel their creative development through scientific activities, forums aligned with the discipline, and committee roles in student organizations, only a small number engage in competitive achievements such as contests, Mawapres awards, or entrepreneurial activities. Students demonstrate pronounced strengths in imaginative thinking, generation of unique ideas, deep domain knowledge, and especially intrinsic motivation; however, fluency in rapidly producing many ideas registers the lowest level of agreement. Students who do not fully leverage the KHE system for high-impact competitive or generative activities tend to rely primarily on more readily verifiable collaborative and knowledge-building pathways. To ensure optimal creative growth, students cannot depend solely on routine documentation and institutional verification; they need to exercise greater self-regulation by actively pursuing diverse extracurricular experiences, as such autonomous engagement is crucial in determining the success and effectiveness of creativity development in the Society 5.0 context. The KRE provides students with a structured yet flexible mechanism to document and reflect upon non-formal learning, which can enhance the translation of ideas into meaningful outcomes and foster innovation in German language education. Students expect the KHE system to offer stronger support for competitive pathways and idea fluency so as to stimulate higher-order creative thinking and produce more enriching, applicable contributions that align with the demands of an innovation-driven society.

References

- Anisa, N., Widiensyah, S., & Kuntari, S. (2025). Faktor Penghambat Kemampuan Berpikir Kritis dan Kreatif dalam Mata Pelajaran Sosiologi Kelas XI di SMAN 2 Kota Serang. *Jurnal Pendidikan Tambusai, Volume 9 Nomor 2 Tahun 2025*.
- Ardiyani, D. K., Wijayati, P. H., & Hidayat, E. (2020). Blended Learning in Teacher Profession Education (PPG) of Germany Education as The 21st Century Teacher Training Model. *Journal of Development Research, 4(2)*, 125-133. <https://doi.org/10.28926/jdr.v4i2.116>.
- Ariastika, D. (2022). Penerapan Literasi Digital pada Pembelajaran IPA dalam Menghadapi Kesiapan Pendidikan di Era Society 5.0. *FORDETAK: Seminar Nasional Pendidikan: Inovasi Pendidikan di Era Society 5.0*. E-ISSN: 2828-7312', 2022.
- Brojonegoro et, al. (2025). *Inovasi Visioner Pendidikan Tinggi, Sains, dan Teknologi Membangun Kampus Transformatif dan Berdampak*. Senayan:Kementerian Pendidikan Tinggi, Sains, dan Teknologi.
- Dewi, R. S., Nisa, K., Suriansyah, A., & Nazaruddin, N. (2025). Excellent School in 4.0 and 5.0 Era through Quality Management Policy and Quality Culture Perspective. In D. R. Hidayat, I. Lestari Utomo, F. C. Wibowo, D. K. Robby, L. A. Sanjaya, R. Hananto, & I. T. Herawati (Eds.), *Proceedings of the 2nd International Conference on Environmental Learning Educational Technologies (ICELET 2024)*. (Vol. 908, pp. 118-128). Atlantis Press SARL. https://doi.org/10.2991/978-2-38476-374-0_11.
- Fitriana, N., Hayuni Retno Widarti, & Nur Indah Agustina. (2023). Indonesian Education Trends Towards the Era of Society 5.0: Improving the Quality of Human Resources. *Education and Human Development Journal, 8(3)*, 41-51. <https://doi.org/10.33086/ehdj.v8i3.5199>.

- FT. (2025, January 22). Panduan Sistem Kredit Ekstrakurikuler Mahasiswa (SKEMA) Universitas Negeri Malang 2025 | Fakultas Teknik UM. <https://ft.um.ac.id/panduan-sistem-kredit-ekstrakurikuler-mahasiswa-skema-universitas-negeri-malang-2025/>.
- Fuady, M. T., Fauzan, A., & Alqadri, B. (2022). Peran Organisasi Himpunan Mahasiswa Program Studi Pendidikan Pancasila dan Kewarganegaraan dalam Peningkatan Soft Skill. *Jurnal Manajemen dan Ilmu Pendidikan*. Volume 4, Nomor 2, Agustus 2022; 295-307.
- Hadian Akbar. (2024). Pengembangan Program Ekstrakurikuler Kreatif dan Inovatif untuk Meningkatkan Minat Belajar Siswa di Madrasah Tsanawiyah. *Epistemic: Jurnal Ilmiah Pendidikan*, 3(2), 184-200. <https://doi.org/10.70287/epistemic.v3i2.81>,
- Harahap, N. J., Limbong, C. H., & Sinaga Simanjorang, E. F. (2023). The Education in Era Society 5.0. *Jurnal Eduscience*, 10(1), 237-250. <https://doi.org/10.36987/jes.v10i1.3959>
- Howard Gardner. (2011). *Frames of Mind The Theory of Multiple Intelligences-Basic Books*:Basic Books.
- Judijanto, L. (2025). Education 5.0: Collaboration and Creativity in Improving Students' Digital Intelligence. *International Journal of Teaching and Learning (INJOTEL)*. Vol. 3 No. 4, April 2025, pages: 369-382
- Katalog Ormawa Universitas Negeri Malang. (2025). (Online). https://pkkmb.um.ac.id/wp-content/uploads/2025/08/Katalog-Ormawa-2025_.pdf.
- Makmuri, M., & Harun, I. (2024). Pengembangan Keterampilan Abad 21 dalam Pembelajaran. *Jurnal Ilmiah Pendidikan Agama Islam*. Volume 3 Nomor 2.
- Milano, F., Hutasoit, E., Rahmah, K., Nawanda, N., Aditiya, F., & Hutasuht, S. (2025). Hubungan Kreativitas dengan Intensi Berwirausaha Mahasiswa Universitas Negeri Medan. *Jurnal Pendidikan Tambusai*. Volume 9 Nomor 3.
- Oktaputriviant N. R. dan Wijayati P. H. (2020). Peran Hidden Curriculum Terhadap Stress Akademik Mahasiswa Jurusan Sastra Jerman. *Proceedings Seminar Nasional Pembelajaran Bahasa dan Sastra (SELASAR) 4* ISSN: 2541-349X.
- Robinson Ken. (2011). *Out of our minds*. United Kingdom:Capstone Publishing Ltd. (Online). http://robotics.ucsd.edu/teaching/Out_of_our_minds_Sir_Ken_Robinson.pdf.
- Rivas, S. F., Bernardo, A. B., Casanova, J. R., & Saiz, C. (2025). Editorial: Educational transformation: 21st century skills and challenges for higher education. *Frontiers in Education*, 10, 1583876. <https://doi.org/10.3389/feduc.2025.1583876>
- Satria, A. B. A. (2021). Welcoming the life of society 5.0 in Indonesian education using soft system methodology. *Attarbiyah: Journal of Islamic Culture and Education*, 6(1), 61-79. <https://doi.org/10.18326/attarbiyah.v6i1.61-79>
- Sternberg and Lubart. (1995). *Defying the Crowd*:The Free Press.
- Sistem Kredit Ekstrakurikuler Mahasiswa (SKEMA) Universitas Negeri Malang, Fakultas Ilmu Pendidikan. (2025). (Online). <https://fip.um.ac.id/sistem-kredit-ekstrakurikuler-mahasiswa-skema-universitas-negeri-malang>.
- Wahyuningsih, S., Minai, Mohd. S., & Shamsuddin, J. (2024). Public Service Management Based on Higher Education in the Context of Lecturer Career Development. *Jurnal Manajemen Pelayanan Publik*, 8(2), 537-554. <https://doi.org/10.24198/jmpp.v8i2.52255>
- Wati, I., & Ernita, M. (2023). Peran Literasi Digital dalam Pembelajaran di Era Society 5.0 pada Mahasiswa Pendidikan Ekonomi UIN Suska Riau. 6(1).

Yunus, N. A., Tamu, S. D., & Hasan, F. R. (2025). Analisis Tingkat Kreativitas Mahasiswa Pendidikan Matematika pada Mata Kuliah Statistika Dasar Analysis of the Creativity Level of Mathematics Education Students in Basic Statistics Courses.