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APPLICATION OF THE ASOKA MODEL WITH STREET PHOTOGRAPHY MEDIA BASED ON LOCAL WISDOM IN IMPROVING STUDENTS' CREATIVE THINKING ABILITIES

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Abstract: The results of the monitoring of the Non-formal Education Study Program coordinator for the student creative work course (PNF-202) semester III in the 2023-2024 academic year are practical courses that have minimal field practice. This course allows students to engage in activities in the community and see portraits of social and educational issues in the community. The results of SIEPEL v2.0 University of Bengkulu in 2023-2024 stated that this course had the lowest average satisfaction in semester III, especially in terms of pedagogical and social competence. Even 65% of students want to improve their learning, especially in practical activities in the community, using accurate models, methods, and approaches. This study aimed to analyze the application of the ASOKA model with street photography media based on local wisdom in improving students' creative thinking skills. This study uses a non-equivalent control group design experimental method with a sample of 26 students in semester III-A and 25 students in semester III-B as the control class. Data analysis was done using SPSS 22 software on pretest and posttest data, normality test, homogeneity test, and t-test. The study results indicate that applying the ASOKA model with street photography media based on local wisdom improves students' creative thinking skills in fluency, flexibility, originality, and elaboration. The t-test or hypothesis test results show that t-count = 10.983> t-table = 2.010, which means that the model used significantly improves students' creative thinking skills more than conventionally.

Keywords: ASOKA Model, Street Photography, Local Wisdom, Creative Thinking

INTRODUCTION

The rapid development of technology today encourages massive integration in various aspects of human life, including in the world of education. The application of information and communication technology in education has given birth to the evolution of learning from traditional learning to online learning and even blended learning in the form of Computer Assisted Instruction (CAI). Namely, students can interact directly (online) with computers in the form of Computer Managed Instruction (CMI), helping educators administer the learning process, and students are not online with computers. Thanks to the sophistication of technology, learning can be carried out efficiently and is not limited to distance, time, location, or physical presence (Tharm & Warner, 2005).

The convenience obtained from online learning using digital technology devices is not without risk. There are several challenges in online learning and with digital technology, namely the decreasing social-emotional aspects of students as seen from the lack of socializing, being less sensitive to the social environment,

and being less cooperative (Kusuma & Sutapa, 2021; Sofino et al., 2023), the lurking digital crime gap, learning is challenging to focus on because there is much content scattered in cyberspace and obstacles that occur on digital devices that hinder learning (Wegasari et al., 2021; Dewi, 2020; Rondonuwu et al., 2021), Lecturers cannot control student activities because there is no direct face-to-face meeting (Asmuni, 2020). However, other severe impacts on learning are carried out online without considering the situation, conditions, facilities, and infrastructure. Namely, students experience psychological disorders in the form of academic stress (Basith et al., 2021; Chandra, 2021; Tibus & Ledesma, 2021; Harahap et al., 2020).

Concerns about the current generation that is very close to the internet world in everyday life, if not balanced with ecological intelligence and social intelligence, will result in a generation indifferent to the natural environment and its social environment. One can imagine if such a generation is active on social media but very passive in the community and even tends to be indifferent to the actual conditions that occur in society. The values of local wisdom in society can slowly be eroded by technological developments and human behavior that damages and ignores the environment. It is considered old-fashioned and unappreciated (Rapanna, 2016). An ecological crisis has recently caused a shift in awareness and ethics in society, primarily related to local wisdom (Rahmawati, 2016; Menguju, 2022; Kaspullah & Suriadi, 2020). Local wisdom has excellent potential for the Indonesian nation, considering that Indonesia has around 1340 ethnic groups and 652 regional languages (BPS, 2010), which gives Indonesia a diversity rich in local potential. This concern also occurs during classroom learning, especially at the university level, where students cannot be far from their smart devices even while studying, so students quickly lose concentration on learning and even tend to phubbing behavior or an attitude of pretending to pay attention to the person they are talking to even though their gaze and thoughts are focused on their smartphones (Youarti & Hidayat, 2018).

Responding to the unmatched development of technology and the internet, especially in learning activities, lecturers must be able to manage, develop, and use various models, methods, approaches, tools, and appropriate learning media so that students do not become passive, lack social interaction and abandon the values of local wisdom that already exist. This means that each course that has been compiled in the curriculum contains values that support and develop academic intelligence and social intelligence through the learning achievements of each course. Based on the results of monitoring by the coordinator of the Non-Formal Education Study Program, which is carried out routinely every semester, the results obtained that the Student Creative Work (PNF-202) course in semester III in the 2023-2024 academic year is a practical course that has minimal practice in the field. During field activities, students only see and describe findings in the field with minimal exploration, minimal creativity, and only little development. Students do more planning based on book and internet references, minimal identification of community learning needs, and exploration of initial data/pre-exploration so that the planning made does not raise local potential (local wisdom). This course allows students to determine the learning project that will be developed according to student creativity and based on local potential (local wisdom) so that it can be raised and developed independently or in collaboration with certain parties.

Education in this era tends to focus more on results than processes, resulting in limited space for exploring ideas and creativity. Conventional patterns tend to emphasize memorization and problem-solving linearly rather than encouraging students to think divergently (Runco & Acer, 2012). Learning in a field involving interaction with the community cannot look at outcomes alone; there needs to be a process that really provides real experience for students, especially in student creative work courses that require creativity in seeing real situations and conditions in society.

The results of interviews with lecturers in charge of the Student Creative Work course stated that there are still difficulties in its implementation because it is a practical course for the study program that has existed since the implementation of the MBKM curriculum in 2021. This course has only been implemented twice, so the lecturer in charge is still trying to find the form and pattern of teaching that can be maximized,

especially when the curriculum was ratified, the Covid-19 pandemic conditions still had an impact on learning that had not entirely run well, especially in practical courses. Not only that, students also often have difficulty connecting learning with real-life contexts or local values. The difficulties experienced by these students are also believed to hinder them from producing creative ideas and solutions relevant to their environment. In line with Lubart (2001), local wisdom is considered a source of learning and inspiration that is less explored in creative learning.

The ASOKA learning model (Alami, Sampaikan, Olah, Kaji, Aksi) is a learning model that can be a solution as an alternative learning model whose implementation in higher education is by shaping student learning experiences. Rahmat, Malik, and Ahmad (2023:3) stated that learning with the ASOKA model provides an opportunity for students to achieve success by giving them the freedom to determine what experiences they will focus on, what skills will be improved, and how they create a concept from the experiences they have had. The ASOKA model is suitable for learning projects involving the community, community groups, and non-formal education units. Furthermore, this model is also very relevant to the Merdeka Belajar program from the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia as a model in the evaluation context (Rahmat et al., 2023, p. 115). By gaining direct experience, students will feel the atmosphere of the environment with its complexity so that they can think creatively to utilize local potential or the potential of the surrounding environment in order to support careers and provide new breakthroughs for groups and communities.

The low use of interactive and aesthetic media in learning makes the atmosphere monotonous, making students less interested and less motivated to think creatively (Barret, 2017). Utilizing the devices owned by every student and educator, namely smartphones, photography media is a type of image media that is very easy to obtain, making it easier for students and lecturers to create and use. Street photography is an interesting photography genre because the goal of this genre is to produce more natural, spontaneous photos without engineering, even photos are taken secretly (Asri, 2019; Wulandari, 2017). In essence, street photography describes the interest in humans and the dynamics around them. The photos captured can describe the atmosphere at that time. They can also tell various points of view and perceptions (Fadillah, 2022) to trigger the photographer's or image connoisseur's imagination and creativity. In his research, Barret (2017) acknowledged that visual art media (in this case, street photography) can facilitate reflection and interpretation, cultural context and aesthetic criticism, thus becoming an effective tool to stimulate creative thinking.

Street photography is carried out with the big theme of local wisdom in Bengkulu Province. In addition to reviving local culture, local wisdom-based learning can also improve various intelligences in students. In several studies, local wisdom-based learning can improve academic intelligence (Irhasyuarna et al., 2022), social-emotional (Jumriani et al., 2021), logical intelligence (Suryani & Haryono, 2018), ecological intelligence (Mulyasari, 2022; Asnimawati et al., 2023) and so on. Abdi (2012) states that street photography allows students to use photography learning media to be more visualized and improve their creative and critical thinking regarding potential environmental problems.

The ASOKA learning model is suitable for lectures that focus on the process (learn how to learn) that interacts with the community and sees the phenomena and potential in the community through empowerment and learning activities. Street photography is a form of existence in the world of photography that anyone can do with a smart device with a camera or professional camera. The phenomenon of photographs is undoubtedly very familiar to the millennial generation, making this media close to students' daily lives.

Based on the problems in learning in the Student Creative Work course and learning needs in society, it is necessary to improve learning as an effort to improve students' creative thinking skills by using the ASOKA learning model with street photography media based on local wisdom for semester III students in the 2024/2025 academic year.

This research is in line with the demands of the current curriculum, which emphasizes project-based learning and creative

approaches to produce creative, innovative, and solution-oriented graduates. It also contributes to the scientific treasury of modern pedagogy that combines art, culture, and creativity.

RESEARCH METHODS

This study uses an experimental method with a non-equivalent control group design. Sugiyono (2012:107) explains that experimental research is a method used to find the effect of treatment on others under controlled conditions. The selection of a non-equivalent control group is a research design because it is used to compare a treatment's results without requiring a similar group.

The researcher used one experimental group and one control group in this research design. The experimental group receives treatment using the ASOKA model with street photography media based on local wisdom. In contrast, a control group is a comparison group, namely a group that is given treatment as usual with conventional learning, namely explanations using lectures and PowerPoint media.

The experimental group (experimental class) and the control group (control class) receive an initial test (pretest) to determine the initial conditions of each group. Furthermore, treatment is given to the experimental group with the ASOKA model with street photography media based on local wisdom, while the control group is given learning as usual. The population of this study was all semester III students of the Non-Formal Education Study Program, FKIP, Bengkulu University, who took the student creative work course. The sampling was done by dividing the control class and the experimental class is a total sample involving all semester III students who take the student creative work course with details of 26 students in the experimental class (III-A) and 25 students in the control class (III-B).

The data collection techniques used in this study were observation, test, questionnaire, and documentation methods. Observations were made on the activities of lecturers teaching and students in learning. Tests were conducted to measure student competency through pretests and post-tests. Questionnaires were used to determine student responses to the use of street photography media. Documentation was used to take photos and video recordings to support the analysis of the results of actions in class. Documentation was also used to see the completeness of the lecturer's teaching equipment and the documents needed.

The data analysis techniques used were pretest and post-test data analysis, normality test, homogeneity test, t-test, or hypothesis test. Data processing was done using SPSS software version 22, pretest and post-test data analysis by looking at the mean value. The normality test was carried out with One Sample Kolmogorov Smirnov. The homogeneity test was carried out with the Levenes Test. Hypothesis testing was carried out using the t-test.

RESULTS AND DISCUSSION

Finding

A student response questionnaire was given to determine the students' responses to using street photography media in the experimental class. The results are as follows:

Table 1. Results of Student Responses to the Media Used

Aspect	Number of grains	Number of students	Ideal Score (total)	score acquisition (total)	Percentage
Devices used	6	26	780	676	86,6%
Learning aspects	7	26	910	781	85,8%
Visual communication	7	26	910	792	87%
Average					86,46%

Based on Table 1, it is known that the results of student responses to the use of street photography media obtained an average percentage of suitability of 86.46% or included in the very good category.

Figure 5.3 Student Response Results

The research data from the pretest and posttest and the Gain scores of students' creative thinking ability are seen in fluency, flexibility, originality, and elaboration. With a sample of 26 students for the experimental class and 25 students for the control class, the following is a descriptive table for each aspect of students' creative thinking ability consisting of the average value (mean),

standard deviation or standard deviation, variance shows how far the data spreads from the average value, the minimum value (min) and maximum value (max) show the lowest and highest values of the data, and Gain which is the difference to find out how effective the treatment is in the study:

Table 2. Descriptive of Creative Thinking Ability

Aspect	Groups	N	Mean	Std. Dev	Variance	Min	Max	Gain
Fluency	Eksperimen_Pre	26	70.54	4.89	23.9	62	79	15.08
	Eksperimen_Post	26	85.62	5.12	26.21	77	95	
	Kontrol_Pre	25	70.12	5.23	27.36	62	79	5,26
	Kontrol_Post	25	75.38	4.98	24.8	68	85	
Flexibility	Eksperimen_Pre	26	65.31	5.95	35.41	55	75	14.84
	Eksperimen_Post	26	80.15	6.42	41.24	67	92	
	Kontrol_Pre	25	65.04	6.11	37.32	55	76	5,77
	Kontrol_Post	25	70.81	6.32	39.93	60	83	
Originality	Eksperimen_Pre	26	68.58	5.1	26.01	60	77	19.65
	Eksperimen_Post	26	88.23	5.32	28.33	78	97	
	Kontrol_Pre	25	68.25	5.46	29.79	58	79	4.94
	Kontrol_Post	25	73.14	5.58	31.14	65	85	
Elaboration	Eksperimen_Pre	26	66.04	4.32	18.65	58	73	18.69
	Eksperimen_Post	26	84.73	4.11	16.89	76	92	
	Kontrol_Pre	25	66.12	4.45	19.8	59	75	6.69
	Kontrol_Post	25	72.81	4.32	18.64	65	80	

Referring to the summary of SPSS results in Table 2, the results of the experimental class and control class calculations in creative thinking skills in the fluency aspect can be concluded that the increase in creative thinking skills in the fluency aspect will be higher if students follow learning by implementing the ASOKA model with street photography media when compared to conventional learning models. This can be seen from the Gain results that occurred in the experimental class compared to the control class. The gain of the experimental class was 15.08, while the control class was only 5.26.

The experimental class's creative thinking skills in the flexibility aspect, 14.84, have a greater Gain value than the control class's, 5.77. Thus, it can be concluded that the increase in creative thinking skills in the flexibility aspect will be higher if students follow learning by implementing the ASOKA model with street photography media compared to conventional learning models.

The experimental class's creative thinking skills in the originality aspect, which are 19.65, have a greater Gain value than the control classes, with a value of 4.94. Thus, it can be concluded that the increase in creative thinking skills in the originality aspect will be higher if students follow learning by implementing the ASOKA model with street photography media compared to conventional learning models.

The creative thinking ability of the elaboration aspect of the experimental class, which is 18.69, has a more excellent Gain value than the control class with a value of 6.69, so it can be concluded that the increase in creative thinking ability in the elaboration aspect will be higher if students follow learning by implementing the ASOKA model with street photography media when compared to conventional learning models. The data from the pretest and posttest processing results in each aspect will be tested first before conducting a hypothesis test. Tests include normality, homogeneity, and t-tests (hypothesis tests).

a. Normality Test

The normality test evaluates whether a sample's data comes from a normally distributed population. Using SPSS software, the following results were obtained :

Table 3. Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest_Eksperimen	,098	25	,200*	,970	25	,635
Posttest_Eksperimen	,115	25	,200*	,950	25	,250
Pretest_Kontrol	,086	25	,200*	,984	25	,956
Posttest_Kontrol	,126	25	,200*	,977	25	,808

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on Table 3, testing is done with the Kolmogorov-Smirnov Test or the Shapiro-Wilk Test. They assume that if the significance value (sig.) in Kolmogorov-Smirnov and Shapiro-Wilk is> 0.05, then the data is normally distributed. The SPSS output results show that all significance values are more significant than 0.05, so it can be concluded that the data is normally distributed.

b. Homogenity Test

The homogeneity test is conducted to ensure that the data of the sample groups have the same or homogeneous variance so that the differences in results found after treatment can be attributed to the treatment itself, not due to differences in initial characteristics. The homogeneity test also fulfills parametric statistical assumptions before hypothesis testing. The following are the SPSS output results:

Table 4.Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	,985	1	49	,326
	Based on Median	1,029	1	49	,315
	Based on Median and with adjusted df	1,029	1	48,783	,315
	Based on trimmed mean	,969	1	49	,330

Based on the output of Table 4, the sig. Based on mean value is 0.326. Referring to these results, the sig. Based on mean value > 0.05 or 0.326 > 0.05, it can be concluded that the data variance is the same or homogeneous.

c. T-test

Independent sample t-test as part of parametric inferential statistics. The t-test is used to compare the means of two groups to determine whether there is a statistically significant difference between the two groups. The t-test is also used to test the hypothesis of data that has met the requirements of normal distribution and homogeneous variance. Using SPSS, the following results were obtained:

Table 5. Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai	Posttest_Kontrol	25	71,10	4,064	,813
	Posttest_Eksperimen	26	84,79	4,794	,940

Based on Table 5, the average posttest value of the control class was 71.10, while the experimental class's was 84.79. Thus, descriptively and statistically, it can be seen that there is an average difference in the creative thinking ability of students in the control class and the experimental class. To prove whether the difference is significant, it is necessary to interpret the Independent Samples Test table.

Table 6. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	,985	,326	-10,983	49	,000	-13,694	1,247	-16,199	-11,188
	Equal variances not assumed			-11,019	48,256	,000	-13,694	1,243	-16,192	-11,195

To interpret the SPSS output results, it is necessary to know the basis for decision making for the t-test, as follows:

1) If the sig. (2-tailed) value > 0.05, then H0 is accepted, and Ha is rejected, meaning there is no significant difference in the creative thinking ability of class III-A and III-B students.
2) If the sig. (2-tailed) value < 0.05, then H0 is rejected, and Ha is accepted, meaning there is a significant difference in the creative thinking ability of class III-A and III-B students.

In the Equal Variances Assumed section, a significance value (sig. (2-tailed)) of 0.000 <0.05 is obtained, so it can be concluded that H0 is rejected and Ha is accepted. So, there is a significant difference in the thinking ability of students in the III-A and III-B classes. Class III-A is the experimental group that is given treatment by applying the ASOKA learning model with Street photography media based on local wisdom. Meanwhile, class III-B is the control group that is given ordinary (conventional) treatment.

Table 6 also shows the Mean Difference value of -13.694. This value shows the difference between group III-A students' average creative thinking ability and group III-B students' average creative thinking ability. A negative t-count (-10.983) does not mean an error. However, the t-count is negative because the average value in the control group (the first group inputted) is lower than the experimental group (the second group inputted), so for decision-making in the independent sample t-test through a comparison between the t-count and t-table values. The t-value in this study is positive, namely 10.983.

The basis for decision-making for the comparison of t-count values with t-tables in the independent sample t-test can be guided by the following decision bases:

1) If the t-count value <t-table, then H0 is accepted and Ha is rejected, which means there is no significant difference in students' average creative thinking ability between class III-A and class III-B.
2) If the t-count value > t-table, then H0 is rejected, and Ha is accepted, meaning there is a significant difference in students' average creative thinking ability between classes III-A and III-B. (Sarwono, 2015:152).

It is known that the t-count is 10.983 and the t-table is 2.010, meaning that the t-count > t-table (10.983 > 2.010). So it can be concluded that H0 is rejected and Ha is accepted, which means that there is a significant difference in the average creative

thinking ability of class III-A students and class III-B students or the same as the application of the ASOKA model with street photography media based on local wisdom compared to the conventional model with lectures with PowerPoint media by lecturers will produce different creative thinking abilities in students.

Discussion

The application of the ASOKA learning model (Alami, Sampaikan, Olah, Kaji, Aksi) using street photography media based on local wisdom applied to students in the experimental class can improve students' creative thinking skills in all aspects, namely in the aspects of fluency, flexibility, elaboration, and originality. The increase in creative thinking skills in the experimental group has a more significant impact than the conventional model applied to the control group.

The ASOKA model is also based on the development of the times and the direction of policies in Indonesia, which utilize learning experiences as a learning medium, not only from books and educators. The ASOKA learning model is suitable for application in learning, providing real experiences to students with actual conditions in the field so that it can encourage students to be involved in learning that involves the community environment. Furthermore, Rahmat et al. (2023) explained that the independent learning project in higher education makes students actively involved in learning activities so that students can express their ideas, ideas and work attitudes creatively so that they become learning information. Likewise, lecturers are companions, mentors, and even learning facilitators who continue to motivate so that changes in learning behaviour occur as determined.

The "Alami" stage, which emphasizes the direct experience felt by students, refers to Kolb's experiential learning theory (1984), that real experiences provide raw materials for creative exploration because students face real-world challenges, and their motivation becomes the latest solutions. The "Alami" stage begins when students are assigned to determine projects independently and in groups and look for relevant references (Rahmat et al., 2023). An initial article script or initial report is made from the results of references and real experiences in the field. The "Alami" stage results contain at least the study topic, study problems, the basis for reviewing thinking, and study methodology.

The "Sampaikan" stage is a form of communication that involves various ideas and concepts. Creativity often emerges in a collaborative environment where individuals receive constructive feedback. Communicating ideas can broaden students' perspectives and stimulate new creative ideas (Csikszentmihalyi, 1997; Fulton & McIntyre, 2013; Schutte & Malouff, 2020). This stage is carried out with lecturers and colleagues and can be done by exchanging ideas with experts in specific fields.

The "Olah" stage processes information and experience to create something new. Students use various approaches in processing information both qualitatively and quantitatively according to the project owner's perspective. The "Process" stage is carried out by comparing the project study results with other relevant studies to strengthen the concept of the project to be carried out. The information and experience processing stage can produce creativity that involves the ability to combine different elements innovatively (Sternberg & Lubert, 1996; Rahmat et al., 2023).

The "Kaji" stage is a process of reviewing the project being developed. Validation is also carried out in this process. Validation includes cross-validation and expert validation (at least to the lecturer in charge of the course). Cross-validation is carried out between students or between groups of students. The results of the cross-validation review are then collected by the class coordinator to assess the review results or filter out results that do not comply with the

provisions. Moon (2013) stated that deep reflection on learning development activities can trigger divergent thinking, an important element of creativity. The same thing was also expressed by Rahmat et al. (2023), which states that at the "Review" stage, validation is carried out as a form of filter and the final readiness stage before taking action.

The "Aksi" stage is the application of creative ideas through real actions. Implementing ideas in the form of actions provides an opportunity to test and refine creativity, creating a continuous learning cycle. Implementation is also carried out with the right media to produce real learning power as a form of creativity in thinking. At this action stage, publications and exhibitions are also carried out to the public or audience through journals, newspapers, gallery exhibitions and so on (Rahmat et al., 2023). the same thing is also applied in this study, the use of street photography in learning, where the resulting photos will be exhibited and published to the public through existing platforms and adjusted to the needs of student projects. As a result, we can see the perspective of local wisdom creatively developed from student project results (Koriuki et al., 2024; Jardin, 2017).

The series of steps in the ASOKA learning model stimulates students to think creatively by seeing real societal situations and conditions. This is in accordance with what Rahmat et al. (2023) stated: that the ASOKA model provides an important learning experience. This experience is an effort to form knowledge created from a combination of understanding and transformed experience. The ASOKA model is applied in learning in the community where students can be directly involved or involve themselves in learning activities so that they are expected to be in direct contact with the learning object so that an experience is created. From the understanding and experience that occurs, it is possible to form creative ideas or ideas that can be useful and impact individuals, groups and society. As a learning model born from experiential learning, the ASOKA model also emphasizes learning experiences that can later be transformed and combined with understanding to obtain knowledge based on the needs, developments of the times, and social conditions of society. Furthermore, the ASOKA model also seeks to increase knowledge that focuses on reflection and improving skills, meaning that there is an interaction between learning itself and the actual external environment that gives rise to meaningful learning. This process can increase creative thinking skills because it has experience. Referring to the opinion of Esola (2022) and Asyari et al. (2021) that learning based on experiential learning, especially in this study, is the ASOKA model which can improve creative thinking skills, especially in the aspects of flexibility, fluency, originality and detail involving experimental and control classes. The ASOKA model is transformed into independent learning that develops four learning traits: high curiosity, high imagination and creativity, the ability to think to find knowledge and noble morals towards discovering knowledge (Rahmat et al., 2023) so that the ASOKA model is considered suitable for learning in the era of independent learning and 21st-century learning.

Using street photography as a learning medium can provide individuals with direct experience of the behavior of society so that they can understand the social patterns of society by seeing visual statements so that the objects produced will help good learning in the future (Shopia & Febrika, 2019). Furthermore, street photography can contain social issues currently happening in society, meaning it has factual issues (Ananda et al., 2023), provides inspiration about new perspectives, increases appreciation for society, and develops creative ideas in students (Ferguson & Konstandz, 2021). Through photography activities, social interactions and creative ideas are also created that can be expressed in photographic works (Zainnahar & Dwicahyo, 2021). Street photography in learning does not require a fancy camera; it is just using a cellphone that has a camera. By using a

cellphone camera, people can feel free from the burden of taking photos, especially those related to complicated settings (Zacharia, 2014). Even with their cellphone camera, people can better understand their potential and abilities because they have been with their personal devices for a while. This is based on the concept of independence, which provides an authentic experience.

Applying the ASOKA learning model with street photography media can develop various aspects of creative thinking because it provides real experience to students and makes students more independent in determining the existing local wisdom theme and using the devices they use daily. Street photography can develop students' observation skills, hone the ability to explore new perspectives, encourage self-expression, collaborate in social learning, and increase self-confidence (Ghorby, 2022; Adi et al., 2024). The ASOKA learning model is a powerful tool for teaching essential life skills and helping students make deeper connections with the knowledge they gain in class and life so that they can reflect on their experiences while using street photography to obtain information and experiences that are actualized into creative thinking skills so that students can explore their curiosity, abilities, and creativity to see local potentials that exist in the community environment.

CONCLUSION

The results of the research show that first, the implementation of the ASOKA model using street photography media based on local wisdom significantly increases students' fluency in thinking skills. Second, implementing the ASOKA model using street photography media based on local wisdom significantly increases students' flexibility in thinking skills. Third, implementing the ASOKA model using street photography media based on local wisdom significantly increases students' originality thinking skills. Fourth, implementing the ASOKA model using street photography media based on local wisdom significantly increases students' elaboration thinking skills. Fifth, implementing the ASOKA model using street photography media based on local wisdom has proven effective in increasing students' creative thinking skills. This model significantly impacts the creative learning process and can be an effective model to be applied in educational contexts that are in close contact with the community.

The limitation of this study is that there are still very few references to the ASOKA Learning model specifically, considering that the ASOKA learning model was only developed in 2023, which is a development of experiential learning, so the primary reference is a book entitled, "Model ASOKA dalam Pembelajaran dan Pelatihan Pendidikan Masyarakat " by Abdul Rahmat and friends. Suggestions that can be given to campuses are that the ASOKA learning model can be applied to learning environments that allow students to be active in the community, such as internship activities, Field Work Practices (PKL), and Independent Learning Campus Merdeka activities in other communities. Further research can be suggested to test the effectiveness of the ASOKA model and certain media on a larger scale or in different skill development contexts.

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