depending on internal cognitive strength, along with formal and informal education in discipline or field. For example, a scientist who wants to contribute in astronomy requires extensive education in the field before he or she is prepared to give meaningful and original contribution.

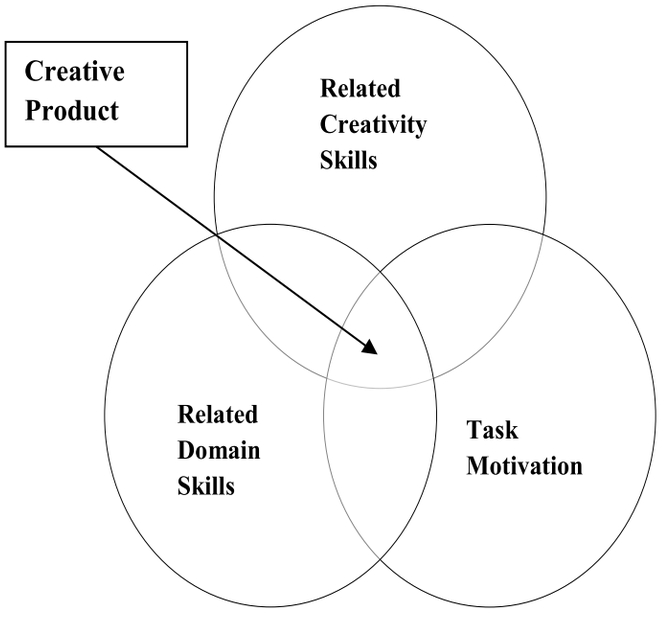

Figure 1: **Three-Component of Creativity Model**

(Cited from Hennessy et al.,1988)

The second component of the relevant creativity skills refers to strategies, habits, patterns and abilities that help create creative thinking (Starko, 1995). Amabile (1996) categorizes the creative process skills into several sections: Cognitive styles related to the creativity process; Knowledge of heuristics to generate new ideas; The way that work can lead to creative creation and personality traits identified has to do with creative behavior. For example, among the personality traits that are closely related to creativity are: Ability to slow down the lust of desire; persevering in the face of frustration; Freedom in making judgments; Be tolerant of vague or unclear things; Concerns on internal assessments and the ability to take risks (Amabile, 1996). Amabile (1996) claims that some of the creative process skills rely on personal portrayal and partly depending on the improvement through education and training.

The last component of motivation to do tasks or work is Amabile's most important contribution to creativity (Starko, 2010). Dacey & Lennon (1998) argues that the motivation to do something or work is a decisive factor that distinguishes between what individuals can do and what the individual will do. Amabile (1983) states that motivation of work or task is responsible in determining whether the process of creativity will be initiated and continued. Amabile (1983) also