

In Malaysia, the signs of graduate-oriented educational system can be seen clearly in schools. If we go to schools now we can see special signboards that have been highlighted the important dates of public examinations that will be faced by the students along with the number of days to arrive at the date of the examination. The goal is to remind students to prepare for the exam. As soon as the main exam dates, the school will postpone other activities that are not related to exams such as co-curricular activities in order to give students time and focus on major exams. In some schools, motivational and workshop courses on how to answer examinations are properly held to help students answer questions correctly and confidently. Famous paid motivation figures will be invited to motivate students a few months before the public exams begin. Usually workshops are delivered by experienced teachers as an examiner. There are also schools that provide an undertaking form to be signed by students, where students promise to work hard to pass excellence in major competitiveness to be occupied. Before the actual examination is conducted, the students will sit for an experimental exam to train the students to answer the actual exam questions. The test exams are usually carried out only once, but it is not a secret that there are many schools running test exams repeatedly.

In addition, the books that discussed the last year's exam questions became very popular among students. These books usually provide brief notes for quick reference to the students who read them. In fact, there are schools requiring students to buy questionnaire books and these answers for use by teachers in the classroom. As a result, teaching and learning activities become one way in which teacher-centered teaching takes on student-centered teaching activities. Students are fed by variety of knowledge by their teachers to help them answer exam questions with excellence. Therefore students who are supposed to be active are quiet and passive when in the classroom. The highlight of this is that there will be a prayer ceremony for Muslim students and for non-Muslim students held rituals or prayers according to their respective beliefs to successfully excel in the examination. That's how our school sinks with the activities of this exam. But we have to remember the stronger the grip of the exam in our education system, the more it crippled the creativity of our students.

How does this exam-oriented education system disable the creativity of the students? To answer this question we need to refer back to the Theory of the Three Components of the Amabile Creativity (1986) that had been discussed earlier. According to Amabile (1986) intrinsic motivation helps stimulate student creativity while extrinsic motivation helps to disable student creativity. Students who study science tend to have good grades in an extrinsic motivated exam while students who study for fun or out of curiosity are intrinsically motivated. According to Amabile's theory (1986), students studying for the grades will paralyze their creativity compared to those who study because of their deep interest.