

## INCREASED CREATIVITY AND LEARNING OUTCOMES OF CLASS IV STUDENTS LEARNING IPS THROUGH BEYOND CENTER AND CIRCLE TIME STRATEGY AT SDN 03 BATUNG BUNGUS IN PADANG

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### ABSTRACT

Target of this research is description of is make-up of result and kreaktivitas learn student at study of IPS use strategy of Beyond Center And Criclel Time in class of IV. this Type Research is Research of Action Class with subjek research of class student of IV counted 20 people. Research instrument the used is observation sheet of kreaktivitas student, and tes result of learning student. Pursuant to sheet analysis of kreaktivitas student in solving problem to obtain;get percentage average value at cycle of I equal to 37,5 % mounting at cycle of II become 62,5%, while student creativity in telling opinion at cycle of I obtain;get percentage average value equal to 52,5% mounting at cycle of II become 77,5%. and opinion mengemukakan at the (time) of study process at cycle of I obtained by percentage mean 45%, mounting at cycle of II become 70%. While result learn student in understanding storey;level ( C2) at cycle of I obtain;get average value equal to 68% mounting at cycle of II become 73,75%. Inferential that strategy of Beyond Center And Criclel Time can mount result and creativity learn student at study of IPS class of IV SDN 03 Batung Bungus Kota Padang.

**Keywords: Kreaktivitas, Result Of Learning IPS , Strategy of Beyond Center And Criclel Time**

### INTRODUCTION

Learning is the process or effort each individual has to obtain a change of behaviour in both the form of knowledge, skill and attitude and positive value as experience to get a number of impressions from the material been studied (Hermon and Dalim, 2005; Hermon and Dalim, 2006). Based on the results of the observation, indicating that the creativity of the students during learning is very low, in the IPS

lesson students are less creative during the study, lack of students knowledge of the subject matter teachers were delivered so that when the teacher conveyed the learning material many students were not creative in solving the problem and expressed their opinions.

Based on the results of interviews in obtaining information that during the learning process in learning IPS students did not look active and lack of creativity in the students. Low levels of student knowledge and understanding, of 20 students only 7 (35%) active and creative students in answering questions, but one of the factors that make students less active and creative is because of the many students who do not pay attention to the teacher while delivering the lesson material, the creativity of the students giving birth to something new, the creativity of the students while giving thorough attention, the creativity of students when looking at it thoroughly is one of the factors that causes learning to be creative and meaningful.

This is seen during the learning process and the value of IPS obtained from 20 students only 5 (25%) Students who can value above the KKM and 15 (75%) Students under the KKM as well as the average value of 25% while the KKM you want to reach is 75%. Given the usual lecture methods teachers do not get the attention of students and their lack of creativity in learning can not be left, and therefore required a way to elicit the learning creativity of students (Hermon, 2015). Teachers play an important role to make changes.

Here, researchers provide solutions to the problems faced by using the strategy Beyond Center and Circle Time strategy Beyond Center and Circle Time is a child-centered learning, actively and creatively in Foothold learning centers are useful to develop themselves optimally according to their potential, interests, and needs. According to Istarani (2015) Beyond Center and Circle Time's strategy is to play a child-centered learning, actively and creatively in a foothold-based learning center that develops itself as optimally as possible with their potential, interests, and needs.

## METHOD

The type of research used is class action research (PTK). According to Arikunto (2010), Research Action Class (PTK) is a research activity conducted in class. This

research was conducted in class IV SDN 03 Batung Bungus Kota Padang. The number of grade IV students at SDN 03 Batung Bungus Kota Padang is 20 people. The subject of this study is grade IV students.

## RESULTS AND DISCUSSION

Based on the observation sheet of the teacher's activity in managing cycle I learning, the number of teachers' scores and the percentage of activities managing the lesson on cycle I. The observation of the teacher's activity in the cycle I of meeting I was held by a percentage of 57.14% in teacher observation got a good enough value. At the II meeting it increased to 66.67% of teachers were good grades. With the percentage of teachers in managing learning has an average of 61.90% with enough categories. This is because teachers are not yet accustomed to learning using the model of Beyond Center And Circle Time.

The Data of the students' creativity observation is used to view and develop student activity during the study. The percentage of creativity solving the problem of students in the cycle I meeting I gained a percentage amount of 35% while meeting to II gained a percentage of 40%. Based on the above percentages can be known that creativity solves the problem of students gaining an average percentage of 37.5% with a slightly creative category. While the percentage expressed the students' opinion on the Silus I meeting I obtained a percentage amount of 45% while the meeting to II 60%. Based on percentages above, it is important to know that creativity suggests students gain an average percentage of 52.5% with many creativity categories. Based on the above percentages of known average percentage of student learning creativity is 45% with a little category of creativity.

Based on the observation sheet of the teacher's activity in managing cycle II learning, the number of teachers' scores and the percentage of activities managing the lesson on cycle II. The teacher activity in cycle II of meeting I was held by a percentage of 61.90% in teacher observation got a good value. At the II meeting it increased to 90.47% of teachers had a good value. With the percentage of teachers in managing learning has an average of 76.18% in categories very well.

Data on student-activity observation is used to view and develop student's creativity during the study. Percentage of creativity solve the problem of students in Cycle II meeting I get a percentage amount of 55% while meeting to II earns a percentage of 70%. Based on the above percentages, it is known that creativity solves the problem of students gaining an average percentage of 62.5% with many creativity categories. While the percentage of student creativity will be expressed in the cycle II meeting I get a percentage amount of 65% while the meeting to II 75%. Based on the above percentages, it can be noted that the students ' opinion is gaining an average percentage of 70% in many creativity categories. Based on the percentage above, the average percentage of student learning activity is known to be 70% in the category of many creativity.

The Cycle II Learning assessment conducted refers to the end test of cycle II. Assessment of the results in the form of cognitive sphere at C2 level that students do when filling the problem. Researchers conduct tests given individually. The study's goal-set Target is the classifying success of the learning indicator, which is 70%, while the II cycle reaches 80%. The achievement of learning to study in cycle II has reached the target of learning. Thus the action of this study was discontinued in Cycle II. This is evident from the increase in the average percentage of the success indicators of the creativity solves the problem and provides a predetermined opinion. Problem-solving creativity and the opinion-emits on the I cycle is still categorized as many creativity (45%) and has not yet reached a set target (70%).

## CONCLUSION

Learning IPS using the Strategy Beyond Center and Circle Time can increase the kreactivity in solving the problem of students, the average percentage on the cycle I is 40% and has been increased in cycle II to 50%. From the comparison of both cycles there is an increase, it means that the creactivity to solve students ' problems in learning IPS has increased from the previous. Learning IPS using the Strategy Beyond Center and Circle Time can improve the creactivity in the students opinion, the average percentage on the cycle I is 65% and has been increased in cycle II to 75%. From the comparison of both cycles there is an increase, it means that the activity in expanding

the students' opinion on the IPS learning has increased from the previous. Learning IPS using the Strategy Beyond Center and Circle Time can improve the results of cognitive learning aspects of understanding students, the average percentage on the cyclical I is 65% with an average grade value of 68%, while on the average II cycle Percentage reaches 80% with an average grade value of 73.75. From the comparison of both cycles there is an increase, this means that the student learning results in the IPS learning has increased from the previous.

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