IMPROVING STUDENTS CREATIVITY THROUGH MODEL OF PROJECT BASED LEARNING MODEL BY USING FLIP CHART MEDIA

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Abstract : This research starts from observation of the researchers in class VII-D SMP Negeri 44 Bandung, where when students do a presentation in class, students tend to be less creative in delivering material, where students just read a material without assisted with media that can support them while percentage progress state of the class when the percentage considered monotonous, because learners do not generally just listen only. See problem occurs when the choose researcher class action research (PTK) learning methods of project-based learning through media flip chart. Project based learning methods selected researchers which is a model or innovative approach to learning, which emphasizes the contextual learning through complex activities that can enhance the creativity of students in learning. The medium used is the media flip chart on of the media presentation, the media for writing or drawing something in the presentation in order to help the interviewees to explain it to the audience. With the selected methods and media research can increase the creativity of students. This research was conducted on a total of three cycles and in each cycle is done twice the action. Learning is conducted in the form of student work and build knowledge independently, working with good, courageous for the presentation where students find their own material or information to media flip chart. In this implementation, starting from the teacher explains material on the first meeting, at the meeting to two students make media flip chart. The increase that occurred in this study can be said to rise properly, each cycle is always increasing. Starting from enough on the first cycle, both in the second and third cycles. Finally learning methods of the project of based learning using media flip chart can improve the learning of students in creativity social science.

Keywords : student creativity, media flip chart

I. INTRODUCTION

Humans basically need education in order to give birth to a good and useful man. Education is a planned and conscious effort to bring about an atmosphere of learning and the learning process so that learners are actively developing the potential for her to have a religious, spiritual power of self-control, personality, intelligence, noble character, and the skills or creativity needed her and

the community. With education it will make human quality. One of the factors of the successful rate in least in the process of teaching and learning is the motivation to learn and one that is creativity. In learning activities, motivation is the driving force in the overall power that creates learning activities. In addition to this creativity is vital in learning so that learning is not boring, let alone on a bench high school education age first, creativity it is absolutely necessary to establish the character of the children early on. Creativity or creativity enabling new discoveries in the field of science, as well as in all other areas of human endeavor. Is not an exaggeration to say when the threat is now demanding all education for creative learning. We face all kinds of challenges, in the field of education. Increased technological advancement requires us to adapt creatively and find the solution that's imaginative. To face the challenges that required high skills that involve critical thinking, systematic, logical, and willingness of cooperation effective. Media learning is one important component in learning systems. Geanlach and Ely in Komalasari (2011, PG. 21) States that "the Media when it is understood generally are human, material or events that build conditions that make students to gain knowledge, skills or attitudes".

II.   METHOD AND RESEARCH DESIGN
2.1   Location Research

The location of this research is the place where researchers do research to obtain data from the subject of the research. Class action research was held in Bandung, 44 Country junior high school.

2.2   Research Subjects

The subjects in this study were students of class VII-D which consisted of 40 people with a composition of 20 men and 20 women. The characteristics of students as a whole are very heterogeneous and have different potentials.

2.3   Research Design

Class action research design that will be used is a model of Kemmis and Taggart, developed by Arikunto (2008, PG. 16) consists of four components, namely the drafting of planning, implementation, observation, and reflection. The fourth stage in research actions form a cycle, i.e. round action back to the steps of all. Research will be conducted through several cycles, until the information obtained proves the existence of success in tackling the problem in class. In this study, the research design used was class action Research (PTK) or classroom action research which is done collaboratively between teachers of subjects.
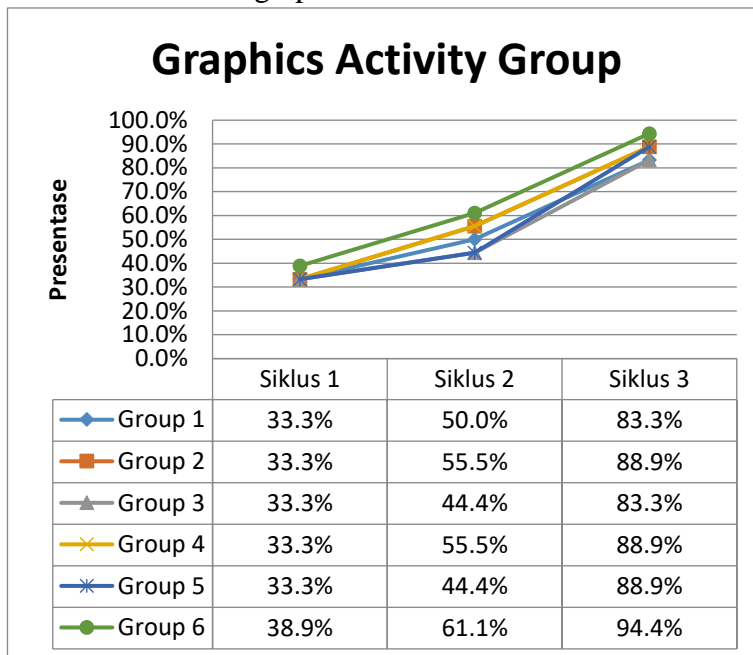
III.   RESULTS AND DISCUSSIONS
### 3.1 Group Activity Observations Data

Increased creativity of students in this study using a model learning project based learning through the medium of flip chart in the IPS study. Observation guidelines results data was obtained from the results of the observation made on each cycle. This research was conducted in three cycles with each cycle two times. There are six indicators that serve as a benchmark the success of research that is any group of students are able to work well together, participating in working on tasks, are able to solve problems, be a good mediator, the ability organize group, and the ability to appreciate.

From the table and the graph above shows the increase in favor of the increase that

Graphics Activity Group

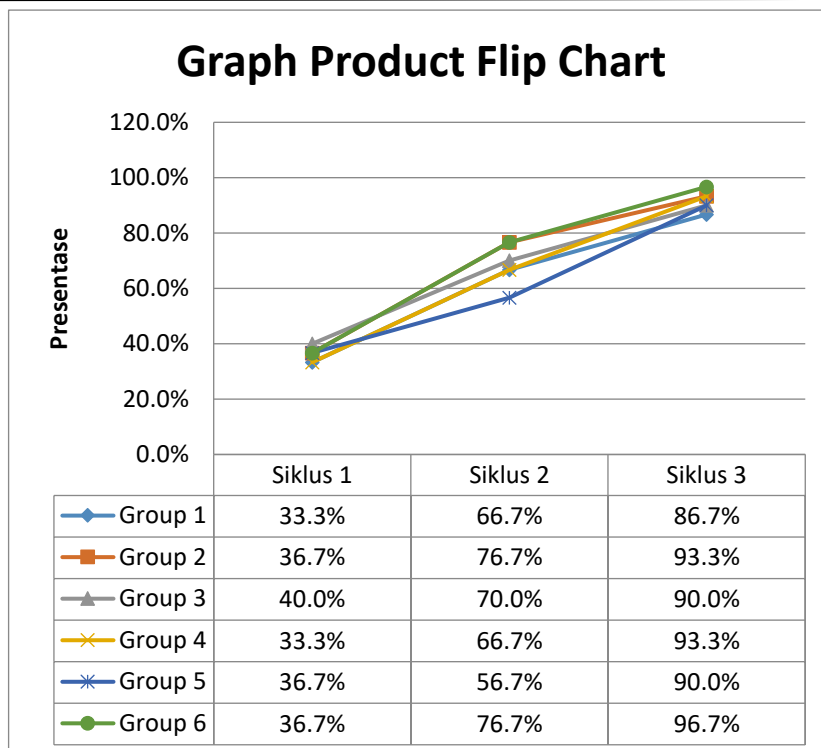|	Siklus 1	Siklus 2	Siklus 3
Group 1	33.3%	50.0%	83.3%
Group 2	33.3%	55.5%	88.9%
Group 3	33.3%	44.4%	83.3%
Group 4	33.3%	55.5%	88.9%
Group 5	33.3%	44.4%	88.9%
Group 6	38.9%	61.1%	94.4%

occurred in each cycle. With the data that is visible from the graph above indicates that a group of one dark blue, where in the cycle into three group one encounter with his last point in groups of 3. Two groups of four with the group, where the gains of one cycle to cycle to three is the same. Three-point to two groups met with a line of five, it was only when the point of the last three groups met with a group of one. Six group is the group that its line is not mutually coincide with any group. Below is the group average on the first cycle, second, and third, so it can be seen clearly the increase that occurred.
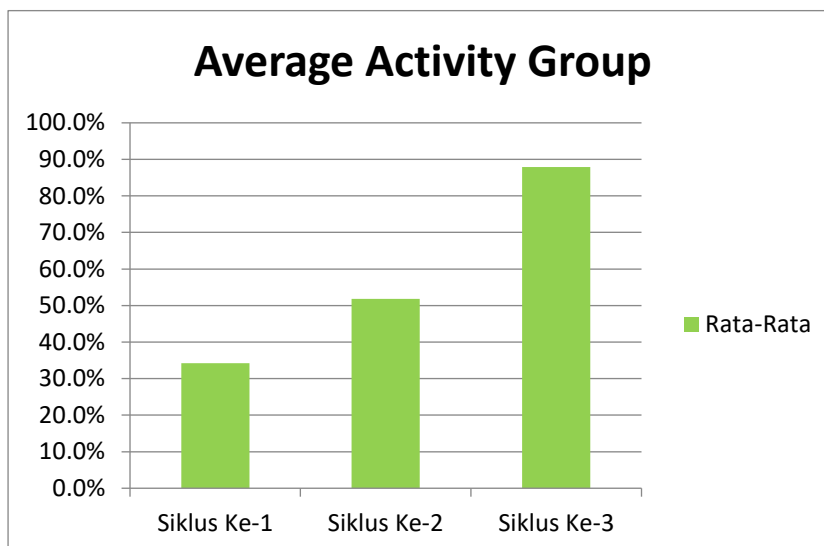
Based on the bar chart above then look average all groups on cycle 34.2%, down to one in the second cycle of 51.8%, and in the third cycle of 87.9%. When viewed in every cycle continues to increase this occurs due to gurus continue to strive to develop students ' creativity in media creation activity flip chart is done in groups.

3.2 Data Observation of The Making Media Flip Chart

The effort to see an increase that occurred in terms of the creativity of the students in the creation of media flip chart in groups, from the results of this turned out to be nearly a highly visible, starting from the second cycle is already nearly looks but still not quite high, therefore researchers conduct research into three and it turns out that this increase is happening very well.

Graph Product Flip Chart

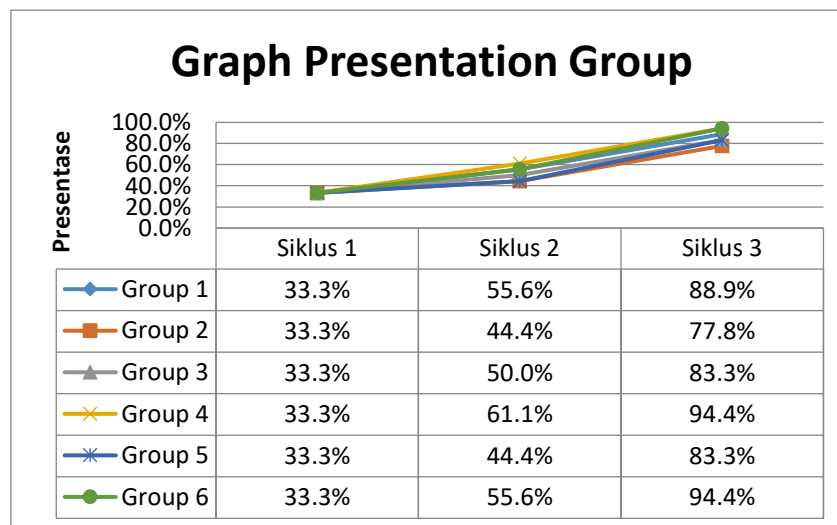|	Siklus 1	Siklus 2	Siklus 3
Group 1	33.3%	66.7%	86.7%
Group 2	36.7%	76.7%	93.3%
Group 3	40.0%	70.0%	90.0%
Group 4	33.3%	66.7%	93.3%
Group 5	36.7%	56.7%	90.0%
Group 6	36.7%	76.7%	96.7%

From the graph above can be seen there are lines that meet at a point to the two lines that indicate the group two with six groups, where the two lines meet each other at this point. Furthermore there is a line that indicates the Group of four and one, in which the second line of this group ever bump into each other on the second point. It can be seen clearly the increase that occurred starting from the first cycle of up to the last cycle. On the last point to two groups with Group of four bump into each other, a group of three with any group of five so the last point in the meet because it has the same percentage of the results. In addition we will look at the average of the results of observation of the media flip chart this average researchers appear to view more details on average each cycle performed. Below is an average per cycle.

Average Product Flip Chart
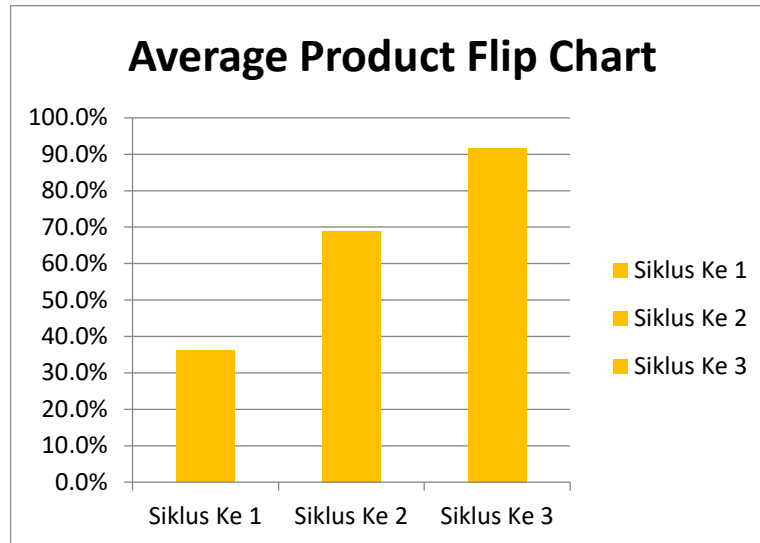
Seen from the bar chart above seen results once the increase in each cycle going on, one gets to cycle an average of 36.1%, whereas in the second cycle of 68.9%, and in the third cycle of 91.7%. Of this increase occurred because the students in the group tried to continue to develop creativity in order to make the media better yet each creation.

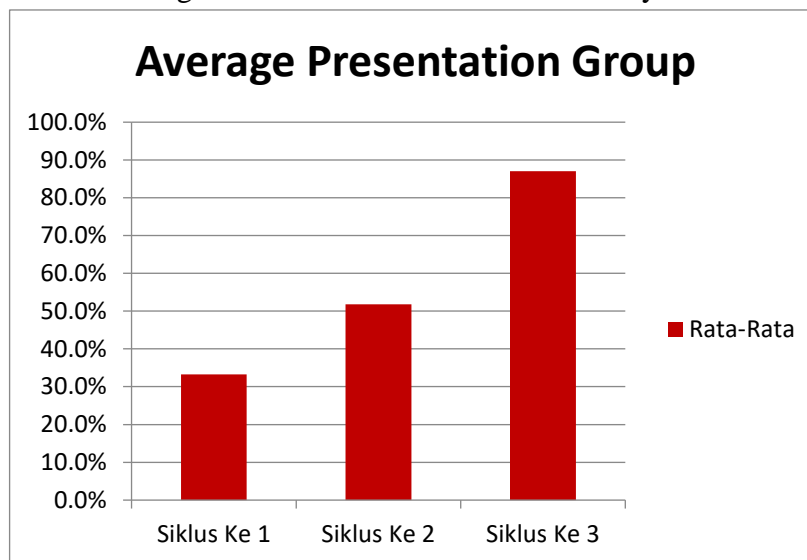**3.3 Data Observation of Results Presentation Of The Group**

Each group should present the results of his flip chart with media content that already exists in media flip chart. In the chart below looks increased-an increase that occurred from the stripes symbol of each group.

Graph Presentation Group

	Siklus 1	Siklus 2	Siklus 3
Group 1	33.3%	55.6%	88.9%
Group 2	33.3%	44.4%	77.8%
Group 3	33.3%	50.0%	83.3%
Group 4	33.3%	61.1%	94.4%
Group 5	33.3%	44.4%	83.3%
Group 6	33.3%	55.6%	94.4%

From the results table above seen groups of six and one group on the second point, and met each other in the group two and five pun is the same on the second point bump into each other. The Group of three and one group of three point bump into each other, and a group of six and four on the third point ever bump into each other. It is this intersection on the results of the group have in common percentage. Below are the average presentations of groups of each cycle.

Than the average seen in the above bar chart on a cycle to one obtained an average

Average Presentation Group

A bar chart titled "Average Presentation Group" showing three bars (Rata-Rata): Siklus Ke 1 at about 33.3%, Siklus Ke 2 at about 51.8%, and Siklus Ke 3 at about 87.0%. The y-axis ranges from 0.0% to 100.0% in 10% increments.

of 33.3%, the second cycle of 51.8%, and in the third cycle of 87.0%. From the above average improvement happens each cycle due to the efforts of teachers and students to improve each presentation is done every appearance of a presentation in front of the class.

IV.   DISCUSSIONS AND RECOMMENDATION

Based on the research that has been done in Class VII-D, that is project based learning using media flip chart to improve creativity of students. This flip chart media is one of the alternative ways to improve creativity of students. By providing a means to channel the creativity of learners. By using the project learning model based learning students will develop his creativity in making a project. The increase happened is a result of the media has in strive by teachers, to improve creativity of students. Researchers recommend media flip chart as a medium of learning that can support the learning of Shiva, so that learning is not boring.

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