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The Use Of Pros In Science Learning To Improve Creativity Of Class III Students Of SD Negeri 0421 Despot Mandian

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Abstract, During the pandemic, the creativity of students and teachers in the distance learning process is highly expected to maximize teacher capacity, especially for students who need to study online, but this demand is not in Indonesia. Best applied in all schools. Students at SD Negeri 0421 Despot Mandian face obstacles for both students and teachers due to the lack of internet access and cell phone facilities. Therefore, in this study, an alternative approach that is easier to use by students and teachers is used, namely using natural material teaching aids for object motion courses using a procedural approach that requires students and teachers to be more active in mental movements. In the application, the teacher prepares media for the object of motion aids, then demonstrates and asks students what they see, then students guess (hypothesize) and present, then the teacher draws conclusions based on the theme of the object's motion material. Based on the LKS assessment of 20 students during their study period, 35% in the first cycle and 85% of the average students in the second cycle. It can be concluded that the first cycle has not achieved maximum learning outcomes because the media used is still new to them and needs to be adjusted, while in the second cycle it increases because the media used is interesting, students are used to it, so students can easily understand it.

Keywords *: Learning Creativity, Natural Material Teaching Aids*

I. INTRODUCTION

Creativity is fundamental to helping teachers and students in the learning process, especially with materials that are very difficult for teachers and students to carry. One of them is basic science material, so the government needs to work hard to improve the quality of education and learning, especially in elementary schools (SD) (Subhi, 2012). Creativity is one of the best solutions to overcome teacher shortages such as facilities and infrastructure, can increase students' thinking imagination power.

Creativity is one of the pioneers during the pandemic, all schools in Indonesia require their students to study online, thus requiring complete facilities and infrastructure, but this is an obstacle for

elementary school students who lack or do not have the facilities and infrastructure.

Both teachers and students at SD Negeri 0421 Despot Mandian face this obstacle, making it difficult to conduct scientific studies of Class III objects. According to the results of interviews with related teachers, it was said that students increasingly did not understand the material, and teachers were too lazy to give it due to limited space during this pandemic. Therefore, creativity is needed to create facilities and infrastructure to help the learning process. One of the facilities used in this research is media prop. The media used are cars that are processed from natural materials such as wood, used bottles, used sandals, etc. This media was created by teachers and students to stimulate the mental movement and imagination of students to create objects that are useful for the learning process (Fujiati, 2014; Mariya dkk., 2013; Priambodo dkk., 2014). According to (Subhi, 2012) research on 13 students (including 10 male students and 3 female students), student learning outcomes ranged from 56 (average pre-learning learning outcomes) to 74 (cycle I) and 87 (cycle two). Again, classical integrity increased from 75% in cycle I to 92% in cycle II. Likewise, the classical absorption rate increased from 67% in the first cycle to 85% in the second cycle, and it can be concluded that increasing learning through the use of picture media can improve student learning outcomes at Level III SD Negeri 0421 Despot Mandian.

In the application of teaching aids, the material needs to be delivered in stages, thus adopting a procedural approach. This approach requires students to be more proactive, starting with observation, identification, interpretation, prediction, assumption, trial, and conclusion. At each stage, students must actively make props and explanations. Thus, student psychometry can be formed and the learning process becomes interesting. According to research conducted by Ernawati & Ernawati, (2018) using a process approach, learning outcomes increase before the cycle, with an average student learning outcome of 67.37, completed by 14 students. In the first cycle increased by an average of 74.59, with 19 students who completed. The number of students who completed 25 students in the second cycle increased with an average value of 92.59.

This study aims to achieve competency standards, improve students' and teachers' thinking, psychomotor abilities, and achieve the best possible learning outcomes in this learning material in accordance with the material KKM standards. Therefore, in this study, teaching

aids were combined with a process approach to increase student creativity at each stage of the learning process. From this description, the authors set the title of the research, namely: "Use Of Pros In Science Learning To Increase Creativity Of Class Iii Students Of SD Negeri 0421 Despot Mandian"

II. RESEARCH METHODS

Classroom action research (CAR) was (Suyadi, 2012) conducted with 24 students at SD Negeri 0421 Despot Mandian, using a process approach at all stages of the learning process. The stages of the research process are as follows:

1. Observation
   Observations are made with the aim of students being able to distinguish according to the subject matter.
2. Identify
   Activities aim to classify something based on certain conditions
3. Interpret data
   Data collected through observation, calculation, measurement, experimentation, or simple research can be recorded or presented in forms such as tables, graphs, diagrams;
4. Predict (predict)
   Observation results are used to predict or predict events that have not been observed or future events;
5. Hypothesis
   A reasonable estimate to explain a particular event or observation. Formulating hypotheses is one of the keys to unlocking the veil of discovery of new things
6. Research/experiment
   Carry out experimental activities to prove that what is proposed is appropriate or not
7. Conclusion
   Observations are made based on the pattern of the relationship between the results of one observation with another (Ernawati & Ernawati, 2018)

Data collection was carried out through several stages, namely interview questions with teachers, observation of student effectiveness during the learning process, testing using Student Worksheets (LKS) and data analysis using the following formula.

$DSI = \frac{X}{Y} \times 100\%$ (Depdiknas, 2001)

Keterangan:

X = skor yang diperoleh siswa

Y = skor maksimalsimal siswa

DSI = Daya serap individu (Depdiknas, 2001)

III. RESEARCH RESULTS AND DISCUSSION

Studies that began with dubious interviews with former teachers showed that students had low success rates in understanding object motion, especially during a pandemic. The data obtained can be seen from 24 students at the school who do not meet the KKM criteria, 24 students can pass as many as 14 students and 10 fail on object motion data.

In the process of implementing learning, the material presented in textbooks is still monotonous and boring, and the learning process is not fun. Thus changing the learning process, and guiding the psychological measurement of students to be more active through process methods and natural teaching aids.

Evaluation of observations of student activities when applying teaching aids to natural materials prepared by students themselves and the teacher preparing copies for students as examples of natural materials. After making props, the teacher explains the material related to props by asking students to practice directly, then students explain what they see and add questions prepared by the teacher to observe the psychomotor effects of students. This observation was carried out during two learning cycles, using observational data during the learning process.

These observations were made on 24 students and an average of 100% over two periods using 5 psychometric measures. In cycle I, students are still adjusting to the media that has been prepared, so the teacher needs to fully assist students in order to better understand the material being studied. In cycle II, students began to understand the making of teaching aids and teacher explanations, because the teacher had accompanied them in the process of making teaching aids. Observation is inseparable from the final score of the student's exam, and students use the Student Worksheet (LKS) to determine students' ability to understand the material. The worksheet used contains 5 questions related to subject movement material and the test scores can be seen in Table 1 below.

Table 1. Final test scores

Cycle	Average student
I	75%
II	92%

The final test result data using the first cycle LKS as many as 24 students gave a passing rate of 75%, meaning that only 18 students passed. And the graduation rate of 92% in the second cycle means 22 students from the total graduation. This shows that

the learning process using aids can help students understand the material, because students are formed from making aids, then practicing what the teacher tells them to do, explaining what they see. This allows students not to read books, but guides students to imagine, think critically, make students' mental movements active, and use teaching aids from natural materials, making students feel that science lessons are easy because teaching aids are made in the form of games, so they are fun.

IV. CONCLUSION

If teachers can make the learning process fun and easy for students to understand, students can be creative. It can be concluded from the findings of researchers interpreting the science of moving objects mediated by props, that the average test cycle I accounted for 75% of the total number of students, while the second cycle accounted for an average of 92% of the total number of students. total number of students. The result is a reflection for future researchers so that they can focus on teaching aids by adding unique teaching aids, measuring tools that help the learning process of moving objects.

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