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The relationship between extra-curricular activities and learning creativity of junior high school students

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ABSTRACT

Extra-curricular activities are one way to achieve institutional goals. These activities are carried out outside of school hours and are generally in the form of assignments, completed through experiments or in the form of exercises as practice and theory received at school. When students carry out extra-curricular activities, it means that they are practicing their learning creativity. With the habit of students practicing their lessons from school, the more creative potential they have will develop. So extra-curricular activities in addition to achieving institutional goals, students are also highly expected to be independent after graduating from school. However, there are still many teachers who do not realize the great benefits of extra-curricular activities so that they are not serious about implementing them. In this study, the authors determined the population of class VII of Gajah Mada Binjai Private Junior High School for the 2023/2024 Learning Year, which randomly took 82 students as respondents. The method used is descriptive method, to obtain data the researcher uses a closed questionnaire and this questionnaire is divided into two, namely the first part to obtain data about extra-curricular activities and the second part to obtain data about student learning creativity. Respondents' answers were given a value with the following weights: option a value 4, option b value 3, option c value 2, option d value 1. The data is quantitative and the analysis technique is statistical analysis of correlation using the Product Moment Statistical formula developed by Pearson, namely: $r_{xy} = \frac{\sum XY}{n\ x\ SD_x x\ SD_y}$ Hypothesis testing is based on a 5% significance level or using a 95% confidence level using the r table (correlation table) with a sample size of 82. Then from the calculation results obtained r = 0.9977 and r correlation table = 0.217, which means high correlation. Thus it can be concluded that extra-curricular activities have a positive and convincing relationship with the learning creativity of seventh grade students at Gajah Mada Binjai Private Junior High School for the 2023/2024.

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1. INTRODUCTION

Creativity is usually defined as the ability to form something new(Simonton, 2018). Creativity can arise in all fields of human activity, not limited to the arts, science and technology and not limited to age,

gender, ethnicity or certain types of culture(Niu & Sternberg, 2001). Creativity allows the emergence of new ideas, new ways that can provide benefits both for oneself and others, which is not impossible to make a valuable contribution to national development(Harris & De Bruin, 2018).

In the Education Law of the Republic of Indonesia No. 2 of 1989 in article 4, it is said that National Education aims to educate the nation's life and develop the whole Indonesian human being, namely a human being who believes and is devoted to God Almighty and has noble character, has knowledge and skills, physical and spiritual health, a stable and independent personality and a sense of community and national responsibility.

The quote above states that national education is developing Indonesian human beings as a whole, meaning that each student must develop their potential as much as possible so that they show high creativity(Nurdin, 2015)(Abbas, 2019). This will create an independent person. Without a high willingness to develop, an independent person and national goals will not be achieved which plays an important role in national development.

Creativity can develop anytime and anywhere, both at school and at home as well as in the midst of society as a wider environment(Collins & Halverson, 2018). But unfortunately, the creativity possessed by each student in formal education (school) receives less attention and less opportunity to develop, so that the creative talents of many students are pent up and not realized(Al-Mahasneh, 2018)(Adams & Owens, 2015). This means that students do not develop optimally, because optimal development can be achieved if all aspects of humans can develop properly in the sense that no one aspect is hampered to develop. And good development also depends on the opportunities provided by the environment such as formal education(Jickling & Wals, 2019).

The lack of attention of formal education to creativity is expressed by Conny Setiawan, who said that in formal education, mental abilities that are trained are generally centered on understanding knowledge materials, memory and logical reasoning(Widiastuti & Press, n.d.)(Lay & Eng, 2020). Success in education is often only owned by the extent to which students are able to produce the given knowledge material(Moraros et al., 2015)(Hattie & Zierer, 2017). Thus, creative thinking as the ability to be able to see a problem from various points of view is hampered(Al-Zahrani, 2015).

From the above quote we cannot deny that students at school are mostly expected to receive information from the teacher, remember it well and produce it appropriately(Sprenger, 2018)(Asterhan & Rosenberg, 2015). Usually the more precisely he repeats what is taught by his teacher, the higher the grade report card(Schulz & FitzPatrick, 2016). With a good report card, it can be said that he is a student who is successful in learning. In fact, in this way, the creative abilities of students do not have the opportunity to develop(McGuire et al., 2015)(Plucker et al., 2015).

Creative thinking as the ability to see a problem from various points of view is hampered(Cropley, 2015)(Al-Zahrani, 2015). This will make students unable to face various problems that exist in society, so that even though they have graduated from school they have not been able to stand in the midst of society.

So it is clear to us that in formal education creativity as an ability possessed by all students still receives less attention and appreciation, so that many students' creativity is pent up and not realized(Henley, 2017). This is because students' creativity is less stimulated by their development at school. Whereas with regard to the three goals of education, namely cognitive, affective and psychomotor development, it is necessary to develop student creativity so that these educational goals can be achieved. Therefore, educators need to strive for a school environment that is rich in stimuli where students feel free to develop themselves so that their creative talents can be realized properly(Gralewski, 2016)(Kurniati et al., 2020). The stimulus is very suitable for holding extra-curricular activities, because the implementation of the 2013 SMA curriculum is carried out in three forms of activities, namely intracurricular, co-curricular and extra-curricular activities. One form of activity in the implementation of the 2013 SMA curriculum is extra-curricular activities. About the implementation of the curriculum, Burhan Nurgiyantoro said that: "In the implementation of the 1994 curriculum, intra-curricular, co-curricular and extra-curricular activities were recognized as inseparable parts of educational goals"(Mbada, 2022)(Husen & Abdillah, 2020).

Based on the above quote, we can see that extracurricular activities contribute to the success of institutional goals(Fitria, 2018)(Gao et al., 2017). Not all senior high schools have carried out their extra-curricular activities well, meaning that the quality of the school concerned is still lacking(Bekomson et al., 2020)(Buckley & Lee, 2021)(Rahman et al., 2021).

Extra-curricular activities are a learning process carried out by students outside of school hours(Buckley & Lee, 2021). This is usually in the form of an exercise or a job that leads to student independence, so that it can increase student creativity(Soh, 2017). By Conny Setiawan in his book explained: "Research shows that a person's creative thinking power increases after following training in creative problem solving".

So we can understand that extra-curricular activities are a means of training themselves to be able to be independent while increasing student creativity. As described in the background of the problem above, the scope of the problem in this study is in terms of education, namely extra-curricular activities and psychologically seen through student creativity. So it is about extra-curricular activities and their correlation with student learning creativity.

2. RESEARCH METHOD

Research type and design

This research uses quantitative and qualitative descriptive research, where researchers use descriptive methods with a quantitative approach(Colorafi & Evans, 2016)(Bradshaw et al., 2017). To obtain quantitative data, the authors first convert qualitative data into quantitative data and are guided by a Likert scale with the following assessment weights(Mamabolo & Myres, 2019)(Uher, 2018)(Asún et al., 2016)(O'Neill, 2017):

1) Option a = score 4
2) Option b = score 3
3) Option c = score 2
4) Option d = score 1

Determining the value weight makes it easier for the author to convert qualitative data into quantitative data.

To find out the correlation between extra-curricular activities and the creativity of learning class VII students of Gajah Mada Binjai Senior High School, the author uses a correlation analysis technique with the Produck Moment statistical formula by Pearson which says that correlation analysis is very often used in research data processing, with the aim of seeing the relationship between two variables such as the relationship between reading speed and learning outcomes with a module teaching system, the relationship between IQ and math learning outcomes, and so on.

Based on the quote above, the author analyzes the data using the correlation formula developed by Sutrisno Hadi(Hadi, 2020)(Lánczky & Győrffy, 2021) which reads:

$$r_{xy} = \frac{\sum XY}{n\ x\ SD_x x\ SD_y} \quad (1)$$

r_{xy} : correlation coefficient between x and y
xy : product of x and y
SD_x : standard deviation of variable x
SD_y : standard deviation of variable y
n : number of subjects studied

After knowing the price of r (correlation coefficient) from the calculation results using the formula above, the next step is significant or non-significant analysis to see the truth or degree of correlation of the two variables(Solutions, 2019)(Botetzagias et al., 2015).

1) Data Analysis Stage
   Data that has been collected, followed by data analysis. After the analysis is complete, the results of the study can be known. The complete analysis is in the discussion.
2) Data interpretation stage

This stage is the final stage of data processing. Through this data interpretation, a conclusion can be drawn from data processing.

Location, population and research sample

This research was conducted at Gajah Mada Binjai Private High School with a population of 378 which is described in the table below(Rahawarin & Arikunto, 2015)(Arikunto, 2021b)(Arikunto, 2021a):

Table 1. Class VII Students of Gajah Mada Binjai Private High School

No.	Class	Number of Students
1	Class I[1]	50
2	Class I[2]	48
3	Class I[3]	46
4	Class I[4]	51
5	Class I[5]	48
6	Class I[6]	45
7	Class I[7]	47
8	Class I[8]	40
Total		**378**

The research sample is a part or representative of the population under study. Therefore, the research must be able to provide the necessary information to be more reliable. The sampling method is randomly following the class. The sampling technique used is the Cluster Sampling technique or group sample, namely sampling paying attention to classes or groups, namely class VII 'to class VII7.

Random selection of objects through lottery, this method is done so that students get the opportunity to become samples.

In connection with this Kartini Kartono argues: "In principle there are no strict rules to absolutely determine what percentage of the sample is taken from the population". So there is no certain limit that becomes an absolute standard in determining the number of samples taken from the research population. The sample in this study can be seen more clearly in table 2 below:

Table 2. Sample of Class VII Students of Gajah Mada Binjai Private Senior High School

No.	Class	Number of Students
1	Class I[1]	11
2	Class I[2]	11
3	Class I[3]	10
4	Class I[4]	10
5	Class I[5]	10
6	Class I[6]	10
7	Class I[7]	10
8	Class I[8]	10
Total		**82**

Data collection tools

To obtain data in this study, the authors used a questionnaire which was directly distributed to respondents. This is in accordance with the opinion of I. Djumhur and Moh. Surya which reads: "A direct questionnaire is if the questionnaire is given to the respondent to ask for information about himself. While an indirect questionnaire is if the questionnaire is given to the respondent to receive information about other people ".

To collect data, the author compiled a questionnaire about extra-curriculars totaling 34 items and about student learning creativity totaling 28 items. So all questionnaires totaling 62 items were distributed to students of Gajah Mada Binjai Private Junior High School. We can see the details in the table below:

Table 3. Questionnaire Lay Out

Aspects Studied	No. Item	Amount
A. *Data on Extra-Curricular Activities*1.		
1. Youth Scientific Research Competition	1-10	10

Aspects Studied	No. Item	Amount
2. Pramuka	11-13	3
3. Youth Red Cross	14-15	2
4. Health Club School	16-18	3
5. School Cooperative	19-20	2
6. Sports	21-22	2
7. Arts	23-24	2
8. Love of Nature and Environment	25-27	3
9. Social Service Activities	29-29	2
10. Commemoration of Major Days	30-31	2
11. Journalism	32-33	2
12. Security Patrol School	34	1
Total		**34**
B. Data on Creativity		
1) Mental Agility	1-2	2
2) Flexible Thinking	3-4	2
3) Taste	5-10	6
4) Discovery	11-17	7
5) Imaginative	18-20	3
6) Daring to Accept Risk	21-22	2
7) Complementary Nature	23-24	2
8) Defending the Idea	25	1
9) Self-Control	26-28	3
Total		**28**

3. RESULTS AND DISCUSSIONS

Data Analysis

To clarify the reader's understanding, the following is described one by one:

Data analysis of extra-curricular activities

To analyze the data on these extra-curricular activities, the author made the following steps:

1) Tabulating the questionnaire answers of each student.
2) Scoring all answers for each student by converting qualitative data into quantitative data. To determine the weight or value of each option, the author is guided by Likert's opinion. Likert's opinion. So in the classification of the weighted value of student answers is as follows:
   a) Answer a Score 4
   b) Answer b Score 3
   c) Answer c Score 2
   d) Answer d Score 1
3) Calculating the sum of the answer scores of each student.
4) Calculating the average number of scores from each student.
5) Finding the mean of extra-curricular activities.

Because the results of the calculation used numbers that use decimal fractions, a value classification is carried out to facilitate processing.

This value classification is made by subtracting the highest number from the lowest number, namely: 4 - 1 = 3. Then the result of the reduction is divided by the number of options, namely : 3 : 4 = 0,75. Then the distance (interval) of the average value of the group is 0.75. To be clearer, we see the table below:

Table 4. Classification of Extra-Curricular Activities Score of VII Grade Students of Gajah Mada Binjai Private Junior High School

NO	GRADE CLASSIFICATION	OPTION	DEFINITION
1	3.26 - 4,00	a	Very high
2	2,51 - 3,25	b	High
3	1,76 - 2,50	c	Less High
4	1.00 - 1.75	d	Not High/Low

Based on the classification of the value of extra-curricular activities of students in class VII of Gajah Mada Binjai Private Senior High School above, the implementation of extra-curricular activities of students at the high school is as follows:

$$\mu X = \frac{X}{N} = \frac{155{,}7058}{82} = 1{,}8989$$

= 1.8989 can be rounded to 2
Thus we can categorize that the implementation of extra-curricular activities in class VII of Gajah Mada Binjai Private Junior High School is less high (2).

Data analysis on learning creativity

In analyzing the data on student learning creativity, the author also made the following steps:

1) Tabulating the questionnaire answers of each student.
2) Score all questionnaire answers of each student by converting qualitative data into quantitative data. To determine the weight or value of each student's questionnaire answer about student learning creativity about their learning creativity, the author is also guided by Likert's opinion. The classification of student questionnaire answers is as follows:
   Answer a = weight 4
   Answer b = weight 3
   Answer c = weight 2
   Answer d = weight 1
3) Calculating the total score of all answers for each student.
4) Calculating the average number of answers from each student.
5) Summing up all average answer scores for each student.
6) Calculating the average (mean) of the sum of all average answer scores for each student.

Because from the calculation of the value of learning creativity of seventh grade students of Gajah Mada Binjai Private Junior High School, fractional numbers are also obtained, then to facilitate processing, value classification is carried out.
To find the interval of the value classification is the same as the analysis of extra-curricular activities, namely by subtracting the largest number from the smallest number and dividing by the number of options in the questionnaire, namely: = 0,75

Table 5. Classification of Student Learning Creativity Score

NO	GRADE CLASSIFICATION	OPTION	DEFINITION
1	3.26 - 4,00	a	Very high
2	2,51 - 3,25	b	High
3	1,76 - 2,50	c	Less High
4	1.00 - 1.75	d	Not High/Low

Based on the classification of student learning creativity scores above, the application of learning creativity of seventh grade students at Gajah Mada Binjai Private Junior High School is as follows:

$$\mu X = \frac{X}{N} = \frac{218{,}1788}{82} = 2{,}6607$$

μX = 2,6607 can be rounded to 2,7
Looking at the results above, we can categorize that the learning creativity of students in class VII of Gajah Mada Binjai Private Junior High School is classified as high (2,7).

Correlation Analysis

In the correlation analysis the author will see the high or low correlation calculation results. To determine the high or low result of this calculation, the author will solve it according to Kartini Kartono's opinion about the guidelines that can be used to determine whether the correlation is high enough or not, namely as follows:

1) A correlation coefficient of 0.700 to 1.00 (plus or minus) indicates a high degree of association between symptoms or symptom series.
2) If the coefficient is greater than 0.400 narun smaller than 0.700 then there is a moderate correlation (close).
3) If the coefficient is greater than 0.200 but lower than 0.400 then there is a low correlation.
4) If the correlation coefficient is lower than 0.200 then the correlation can be ignored".

Meanwhile, to find the correlation coefficient between extra-curricular activities and the learning creativity of seventh grade students at Gajah Mada Binjai Private Junior High School in the 2023/2024 Learning Year, there are several steps or stages that the author will take, namely as follows:

1) Make a calculation table to find the correlation between extracurricular activities and student learning creativity, which consists of several columns, namely: Column number, column X (extra-curricular activities). Lane Y (student learning creativity), column X?, column y? and column XY,
2) Finding the mean of the two variables concerned.
3) Finding the SD of the two variables, which is called SD, and SDy.
4) Multiplying each X and each Y that is inline, and put in the XY column.
5) Column XY is summed to obtain XY.
6) Calculating the correlation coefficient between variables X and Y,
7) Calculating the significance of the correlation coefficient obtained from the calculation results.

In accordance with the hypothesis established in this study, namely that extra-curricular activities have a positive correlation with student learning creativity, the coefficient between extra-curricular activities and the learning creativity of seventh grade students at Gajah Mada Binjai Private Junior High School in the 2023/2024 Learning Year.

From the calculations carried out to find the correlation coefficient between extra-curricular activities (X) and student learning creativity (Y) (attached), the following results were obtained:

$$r_{xy} = \frac{\sum XY}{n \; x \; SD_x x \; SD_y}$$

$$= \frac{419{,}0341}{82 \; x \; 1{,}9109 \; x \; 2{,}6805}$$

$$= 0{,}9977$$

$r_{xy} = 0{,}9977$

Thus, the correlation between extra-curricular activities and the learning creativity of seventh grade students at Gajah Mada Binjai Private Junior High School in the 2023/2024 Learning Year is high, because 0.9977 is greater than 0.700 (0.998> 0.700), in accordance with Kartini Kartono's opinion which states that "A correlation coefficient of 0.700 to 1.00 (plus or minus) indicates a high level of association between symptoms or series of symptoms."

Hypothesis Testing

At this stage of hypothesis testing, the author will test whether the correlation coefficient r) obtained is positive or not (significant or non-significant).

correlation coefficient r) obtained is positive or not (significant or non-significant) the author will be guided by the table of values r product moment developed by Sutrisno Hadi.

Sutrisno Hadi explains in his book as follows: "With the r value we get, we can look directly at the correlation table to test whether the r value we get is significant or not on the basis of a significance level of so many or so many percent.

If the r value we get is equal to or greater than the r value in the table, then the r value we get is significant. With a significant r value, we will reject the hypothesis that the correlation between X and Y in the population is zero, based on the significance level we use".

To test the hypothesis in the study, the examiner carried it out as follows

as follows:

a. HA (Hi) which reads: There is a positive correlation between extra-curricular activities and the learning creativity of seventh grade students at Gajah Mada Binjai Private Junior High School in the 2023/2024 Learning Year.
b. Ho (null hypothesis) which reads: There is no relationship between extra-curricular activities and the learning creativity of seventh grade students at Gajah Mada Binjai Private Junior High School in the 2023/2024 Learning Year.

The criteria which are the provisions in testing this hypothesis are as follows:

1) If r count (rh) is greater than r table (rt) in its mathematical form (ch> It), then the alternative hypothesis (HA) is accepted and the null hypothesis (Ho) is rejected.
2) If r count (rh) is smaller than r table (t), which means (rh < It), then the alternative hypothesis (HA) is rejected and the null hypothesis (Ho) is accepted.

In the following, testing the two forms of hypothesis above based on the results of data analysis in this study.

Based on the explanation above, hypothesis testing is carried out by looking at = 82 in the n column in the correlation table, reading it to the right in the column significance level = 5%, then the r value we get = 0.217.

If we associate the mean r count (0.998) with r table (0.217), then r count is greater than r table, in the sense that In is greater than It (0.998> 0.217). Thus, it can be concluded that the correlation between variables X and Y is significant, because the r value we get from the calculation is greater than the r value in the correlation table (0.998> 0.217).

In this case, it means that there is a positive correlation between extra-curricular activities and student learning creativity. So Ho (null hypothesis) is rejected and HA (alternative hypothesis) is accepted, namely that extra-curricular activities have a positive correlation with the learning creativity of seventh grade students at Gaja Mada Binjai Private High School in the 2023/2024 Learning Year.

Research Findings

After taking several steps or stages in this study, starting from data collection, data analysis, correlation analysis and hypothesis testing, it was found that there is a positive correlation between extra-curricular activities and the learning creativity of seventh grade students at Gajah Mada Binjai Private Junior High School.

The author proves this by finding the correlation coefficient r count greater than the value of r in the product moment correlation table, which is as follows: the calculated r value is greater than the r table value, namely: In = 0.998 while r, = 0.217 at n = 82.

In the table there is no value sought. For this reason, it is necessary to interpolate the list, where in the list there are n 80 and 85, it turns out that the sample obtained is 82, so the interpolation is carried out in the following way:

$0.213+\left(\frac{0,220-0213}{85-82}\right)$ x (85 – 82)

$0,213+\left(\frac{0,007}{5}\right)$ x (3)

0.213 + 0,0042 = 0,2172

Then r, = 0,217

So the hypothesis is accepted, namely that extra-curricular activities have a positive correlation with the learning creativity of seventh grade students at Gajah Mada Binjai Private Junior High School. The implementation of extra-curricular activities is categorized as less high (1.8989), while student learning creativity is categorized as high (2,6805).

Implementation of Action

The activities carried out in each stage are that the teacher chooses one activity item (youth scientific work competition). Then the teacher divides the group into 6 members.

Then the teacher describes the stages of writing and the students follow the teacher. After that, the teacher explains and practices the flow of the writing flow taught while the observer observes, assesses and pays attention.

Then the teacher asks each group to practice how to make scientific papers. After that, the teacher gave individual and group grades. Observers observed the extent of the success of extra-curricular activities in increasing student creativity towards the development of youth scientific writing.

1) Observation
   Observation or observation of students emphasizes their creativity, as well as student involvement in the learning process. In addition, students' activities and roles in extracurricular learning were also observed.
2) Reflection
   At this stage the teacher sees the extent of student success in receiving learning material. This reflection is a reference for the next cycle if it is necessary to re-observe.
3) Monitoring and Evaluation
   In the implementation of learning, each cycle is observed, to find out whether each action has changed or not. Acquisition of data in each cycle is held performance assessment.

The assessment is carried out in accordance with the planning contained in the Service Implementation Plan.

Operational Definition of Variables

A variable is something that becomes the object of research observation, often also referred to as a factor that plays a role in research or symptoms to be studied (Tjetjep, 2011: 208-211). Meanwhile, research variables are attributes and properties or values of people, factors, treatment of objects or activities that have certain variations set by researchers to study and then draw conclusions. Independent variables are variables that can affect other variables, or variables that cause the dependent variable to arise. The independent variable in this study is creativity. The dependent variable is the variable that is influenced or becomes the result of the independent variable. The dependent variable in this study is learning outcomes.

From the above discussion can be described below as a result:

1) There is a positive correlation between extracurricular activities and student learning creativity.
2) Through data analysis it is known that the average value of extra-curricular activities is 1.8989 and the average value of student learning creativity = 2.6805
3) Through correlation analysis, the correlation coefficient is obtained between extracurricular activities and the learning creativity of seventh grade students of Gajah Mada Binjai Private Junior High School in the 2023/2024 academic year.
4) With the r value obtained based on the calculation, hypothesis testing is carried out with a significant level of 5% by looking at the table r product moment according to Sutrisno Hadi. From the results of hypothesis testing, it can be seen that extracurricular activities and learning creativity of seventh grade students at Gajah Mada Binjai High School in the 2023/2024 learning year. This is evidenced by the r value found from the calculation of 0.9977 is greater than the r value in the product moment correlation table, which is 0.217.

4. CONCLUSION

From the research on extra-curricular activities with student learning creativity that has been discussed in the chapters before this, the author obtained conclusions

students that have been discussed in the chapters before this, the author draws the following conclusions: (1) This research proves a positive and convincing correlation between extra-curricular activities and learning creativity. (2) Extra-curricular activities are a learning process to achieve the institutional goals of a school concerned effectively and efficiently. (3) The creativity of a student is very necessary, because learning without creativity will not know many ways to achieve good results,

for this reason it needs to be trained. (4) The application of appropriate extra-curricular activities will develop student creativity, because the more extra-curricular activities, the higher the creativity of student learning. (5) Extra-curricular activities with the learning creativity of seventh grade students at Gajah Mada Binjai Private Junior High School in the 2023/2024 Learning Year shows a close correlation with a value of 0.9977. (6) Through hypothesis testing with a significant level of 5%, it turns out that the hypothesis is accepted, namely "There is a heavy correlation between extra-curricular activities and the learning creativity of grade I students at Gajah Mada Binjai Private Junior High School in the 2023/2024 Learning Year.

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