Proceedings

The 5th Annual
INTERNATIONAL SEMINAR
on Transformative Education
and Educational Leadership

Theme : Education Innovation in Globalization Practice

22 September 2020
Postgraduate School - Universitas Negeri Medan

AISTEEL

Supported by :

UNIVERSITAS NEGERI MEDAN UNIMED

UNIVERSITAS NEGERI MEDAN PASCASARJANA

MURDOCH UNIVERSITY
PERTH, WESTERN AUSTRALIA

Committee

Advisors
Dr. Syamsul Gultom, S.KM.,M.Kes (Rector of Unimed)
Prof. Dr. Bornok Sinaga, M.Pd (Director of Postgraduate Program of Unimed)
Prof. Dr. Sahyar, MS.,MM (Vice Director 1 of Postgraduate School of Unimed)
Dr. Darwin, M.Pd (Vice Director 2 of Postgraduate Program of Unimed)

Conference Chair : Dr. Rahmad Husein, M.Ed
Secretary : Dr. Juniastel Rajagukguk, M.Si
Trasurer : Dedi Agus Syahputra, SE
Secretariat : Vivi Emilawati, SE.,M.Si
  1. Erika, S.Pd.,M.Pd
  2. Amir Husin Sitompul, S.Pd.I
  3. Azizi Apri Indaya, S.Pd
  4. Agus Harriyanto

Papers and Proceedings :
  1. Dr. R. Mursid, ST.,M.Pd
  2. Dr. Anni Holila Pulungan, M.Pd
  3. Dr. Saronom Silaban, M.Pd
  4. Dr. Tumiur Gultom, M.Si
  5. Mangaratua Simanjorang, M.Pd.,Ph.D

Program/Event : 1. Dr. E. Elvis Napitupulu, M.Si
  2. Dr. Rachmat Mulyana, M.Si
  3. Dr. Elmanani Simamora, M.Si

Plenary Session : 1. Prof. Amrin Saragih, M.A.,Ph.D
  2. Prof. Dr. Abinus Silalahi, M.S
  3. Prof. Dr. Abdul Hasan Saragih, M.Pd

Parallel Sessions:
  1. Prof. Dr. Edi Syahputra, M.Pd
  2. Prof. Dr. Anita Yus, M.Pd
  3. Prof. Dr. Nasrun,MS
  4. Dr. Edy Surya, M.Si
  5. Dr. Ashar Hasairin, M.Si.
  6. Dr. Rahmatsyah, M.Si
  7. Dr. Arif Rahman, M.Pd
  8. Dr. Ir. Nurfajriani, M.Si
  9. Dr. Hidayat, M.Si
  10. Dr. Fitrawaty, SP.,M.Si
  11. Dr. Albadi Sinulingga, M.Pd
  12. Dr. Wisman Hadi, M.Hum
  13. Dr. Rahma Dewi, M.Pd.
  14. Dr. Arfan Ikhsan, M.Si
  15. Dr. Saidun Hutasuhut, M.Si
  16. Dr. Jubliana Sitompul, M.Hum

Evaluator :
  1. Dr. Anni Holila Pulungan, M.Hum
  2. Dr. Syamsidar Tanjung, M.Pd
  3. Dr. Yuniarto, M.Pd
  4. Dr. Ajat Sudrajat, M.Si
  5. Dr. Ratih Baiduri, M.Si
  6. Dr. Muhammad Fitri Ramadhana, M.Si
  7. Dr. Mulyono, S.Si.,M.Si

8. Dr. Daulat Saragi, M.Hum
9. Dr. Tumiur Gultom, SP.,MP
10. Dr. Derlina, M.Si
11. Dr. Elly Prihasti Wuriyani, M.Pd.
12. Dr. Nurhayati Simatupang, M.Kes
13. Dr. Amir Supriadi, M.Pd
14. Anggriyani, SE., M.Si.
15. Dr. Thamrin, M.Si
16. Dr. Junita Friska, S.Pd.,M.Pd

Public relations :
1. Muhammad Surip, S.Pd.,M.Si
2. Jihan Siska

Accommodation :
1. Ater Budiman Sinaga, M.Si
2. Hendry Dalimunthe, MA
3. Reza Destya, S.Pd
4. Jasmi Assayuti, SHi

Equipment :
1. Nur Kholila Harahap, M.Pd
2. Sofianto Gultom
3. Suhana Nasution
4. Farid Ma'ruf Harahap
5. Isachar Adry Utomo
6. Diky Arisandi
7. Herianto Samosir, S.Pd
8. Hizrah Saputra Harahap, S.Pd
9. Muhammad Isnaini, M.Pd
10. Nasiruddin, S.Pd

IT & ICT :
1. Jerry S. Pauned, S.Si
2. Mulyanto Duha

Transportation :
1. Hisar P. Sianturi, SH
2. Sari Purnamawati Siregar, M.Hum
3. Yutia Hafwenny, S.KM

Consumption :
1. Susiani, S.Sos
2. Siti Rohana, M.Pd
3. Yutia Hafweny, S.KM
4. Tiarma Nova, M.Pd.

Receptions :
1. Nisa Ansyari Gultom, S.Pd
2. Desi Yulian, S.Pd
3. Siti Rohana, S.Pd.,M.Pd

Schedule of The 5ᵗʰ Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2020
Postgraduate School, Universitas Negeri Medan

22 September 2020

(Indonesian time)	Activities	PIC/Moderator
07.00 – 08.30 (am)	Preliminaries	committee
08.30 - 08.45 (am)	**Opening Ceremony** 1. MC Speech 2. Indonesian National Anthem 3. Pray 4. Chairperson Report 5. Welcoming speech of Director of Postgraduate School 6. Welcoming speech and official opening of Rector of Universitas Negeri Medan 7. Photo session	MC (Dr. Anni Holila Pulungan, M.Hum & Sofianto Gultom, S.Pd)
08.45 – 09.25 (am)	Keynote Speech 1: **Prof. Dr. Syawal Gultom, M.Pd** (Universitas Negeri Medan– Indonesia)	Dr. Rahmad Husein, M.Ed
09.25 – 10.05 (am)	Keynote Speech 2 **Prof. Emmanuel Manalo** (Graduate School of Education, Kyoto University, Japan)	Prof. Amrin Saragih, PhD
10.05 – 10.45 (am)	Keynote Speech 3 **Dr. Susan Ledger** (Head of Education, Murdoch University - Australia)	
10.45 – 11.25 (am)	Keynote Speech 4 **Prof. Dr. Ekkarin Sungtong** (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD
11.25 – 12.05 (am)	Keynote Speech 5 **Assoc. Prof. Yuri Uesaka** (The University of Tokyo - Japan)	
12.05 – 13.30	**Break**	
13.30 – 15.30 (pm)	**Parallel Session 1** **(divided to 19 parallel rooms)**	Moderator/Operator
15.30 – 15.35 (pm)	Break	
15.35 – 17.00 (pm)	**Parallel Session 2** **(divide to 19 parallel rooms)**	Moderator/Operator
17.00 – 17.10 (pm)	Cloossing	committee

Proceedings of the 5ᵗʰ Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020)

Preface

The fifth Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) was held by virtual seminar on 22 September 2020. This seminar is organized by Postgraduate School, Univesitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme "Educational Innovation in Globalization Practice".

The fifth AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan - Indonesia, Kyoto University - Japan, Murdoch University – Australia, Prince of Songkla University – Thailand and from The University of Tokyo - Japan. In addition, presenters of parallel sessions come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination. The plenary speakers have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

There are 180 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 104 of them were accepted for published by Atlantis Press indexed by International Indexation, while 54 papers are published by digital library indexed by google scholar.
The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 5ᵗʰ Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) for their outstanding contributions. Thanks also given to Atlantis Press for producing this volume.

The Editors

Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk

Table of Content

The Effect of Learning and Creativity Models on the Economic Learning Outcomes of Grade XI Berastagi High School Students

Wisnu Saputra Sembiring
Educational Technology Postgraduate School
State University of Medan
Medan, Indonesia
Aziz.bara3@gmail.com

Abstract—**This study aims (1) To find out the differences in economic learning outcomes of students taught with the STAD learning model and direct learning models, (2) To find out the differences in economic learning outcomes of students who have high creativity are higher than economic learning outcomes of students who have low creativity , (3) To find out the interaction between learning models and students creativity in influencing the economic learning outcomes of class XI students of SMA Berastagi. The research sample was taken in 2 classes, namely class XI IPS-1 and XI IPS-3.**

The results of this study are: (1) Economic learning outcomes of students taught with the STAD learning model are higher than students taught with the direct learning model. This can be seen from the analysis of data obtained where the value of Fcount = 13.08, while the value of Ftable = 3.99 so Fcount = 13.08> Ftable = 3.99. (2) Economic learning abilities of students who have high creativity are higher than students who have low creativity. This can be seen from the data analysis obtained where the value of Fcount = 13.35 while Ftable = 3.99, so Fcount = 13.35> Ftable = 3.99. (3) There is an interaction between the learning model and students creativity in influencing the economic learning outcomes of class XI Berastagi high school students. This can be seen from the analysis of data obtained where the value of Fcount = 28.19 while Ftable = 3.99 so Fcount = 28.19> Ftable = 3.99.

Based on the results of the study concluded that there is an interaction between learning models with student creativity on economic learning outcomes, it is recommended that teachers be able to use learning models that are adapted to student characteristics including high and low student creativity as an effort to improve student economic learning outcomes.

Keywords—Learning Model, STAD and Direct, High and Low Creativity, Economic Learning Outcom

I. INTRODUCTION

Learning is the most dominant activity in the educational process in schools, so it plays an important role in determining the success of achieving educational goals. How is the preparation of learning, how the process is effective, how the teacher teaches, how the evaluation of learning outcomes is some of the things that are commonly encountered in learning. According to Law Number 20 of 2003 concerning the National Education System (Sisdiknas), it is explained that learning is a process of interaction between students and learning resources in a learning environment. Based on this statement, there are four things in learning, namely; 1) a process which is a teaching and learning activity, 2) students, 3) learning resources which consist of teachers, learning facilities, and 4) learning environment.

Economic education has the meaning that it is a selection and reconstruction of educational disciplines and social sciences, humanities, which are organized and presented creatively and scientifically for educational purposes [1]. Through the learning process there is change, development, progress, both in the physical-motor, intellectual, socio-emotional aspects as well as attitudes and values. The bigger or higher the students achieve these developments, the better the learning process will be.

The learning process carried out by the teacher does not motivate students to learn. This means that the learning method that is carried out is still conventional or direct learning methods. Conventional Learning is teacher-centered learning. Conventional learning objectives are students know something not to be able to do something, in the learning process students listen more and the teacher explains more like how to lecture. The characteristics of conventional learning are characterized by: (a) The teacher considers the ability of students to be the same, (b) Using the class as the only place to learn, (c) Teaching uses more lecture methods, (d) The separation between fields of study is clear, (e)) Providing activities that do not vary, (f) Communicating in one direction, namely from teacher to student, (g) Teaching only using books as learning and information and teachers, and (h) Only assessing learning outcomes [2].

Based on the description above it can be concluded that conventional learning is learning that is generally used in schools, with learning steps, namely: the teacher gives apperception followed by explaining teaching materials verbally to completion, providing examples of questions, opening question and answer sessions, giving assignments, confirm assignments done by students, summarize the gist of learning and provide homework.

However, in fact the expected economic learning outcomes of students with the minimum completeness criteria (KKM)

75 cannot be achieved by some students, this is evident from the average score of student test exams in the economic subjects class XI SMA Masehi Berastagi for the last 3 years, namely the academic year. 2014/2015 with an average student learning outcomes of 65.70%, in 2015/2016 with an average of 70.35% and in 2016/2017 students' average learning outcomes of economic learning were 69.34%.

The effort that must be made by the teacher to solve learning problems is the teacher's ability to better manage the learning process in the classroom. One of them is by applying appropriate learning methods, especially for economic lessons. The learning methods provided by the teacher also greatly affect student learning outcomes. The main task of the teacher is how to condition a pleasant learning atmosphere, in order to arouse the curiosity of students so that the desire to learn grows [3]. One of the learning models that can be developed to teach students is the Student Teams Achievement Division (STAD) type of cooperative learning model.

STAD is one of the simplest cooperative learning methods, and is the best model for the initial stage for teachers who are new to using a cooperative approach [4]. The advantages of the STAD Type Cooperative Learning Model are as follows: (1) Students actively help and motivate the spirit to succeed together, (2) Students work together in achieving goals by upholding group norms, (3) Actively acting as peer tutors to further increase success groups, and (4) Interaction between students along with their increasing ability to express their opinions [4].

So it can be concluded that the STAD learning model helps students overcome student learning problems in economic lessons to increase students' knowledge of economic lessons and increase a sense of group responsibility.

In learning economics, another thing that needs to be considered by teachers is student creativity [5]. The learning process is essentially to develop the activities and creativity of students, through various interactions and learning experiences [6]. Creativity is the ability to make new combinations based on existing data, information or elements [7-8].

So it can be concluded that creativity is essentially a person's ability to produce something new, both in the form of ideas and real work, both in the form of new works and a combination of existing things, all of which are relatively different from what has been there before.

Designing economic learning should be goal-oriented and try to adapt to the physical and psychological conditions of students, so that they carry out learning activities according to their interests, desires, talents and creativity according to students' abilities [9]. So it can be concluded that the learning process will be able to run well and achieve the objectives of economic learning, so a teacher must see the creativity of the student or student in the classroom.

Creativity is a daily activity related to individual or group activities in a society, so by developing creativity it is hoped that students can solve the problems they face independently or in groups. This creativity is created in all fields and

creativity can be taught in schools, because everyone basically has their own creativity, even though at different levels. That in essence, creativity is a person's ability to produce something new, both in the form of ideas and real works, which are relatively different from what has been there before.

The success of creativity is the intersection between the child's skills in certain fields (domain skills), creative thinking and work skills, and intrinsic motivation. This intersection of creativity - which is called the creativity intersection theory.

Based on the learning problems described above, to improve the quality of economic learning, especially high school students, it is necessary to conduct research on the application of learning models that involve students actively thinking, discussing and innovating. Especially to answer the problems of students who experience obstacles in participating in economic learning. Researchers choose and are interested in the STAD learning model because this model is a learning model based on students as learners, while researchers are interested in using creativity as a moderating variable because in learning what the teacher also needs to pay attention to is student creativity. This is because a person's ability to process information manages it according to their own level of creativity. By knowing there are individual differences in student creativity, teachers can understand that students who attend class have different ways of solving problems or dealing with tasks. which are given. For this reason, the title of this research is: "The Influence of Learning Models and Creativity on Economic Learning Outcomes of Class XI SMA Masehi Berastagi"

II. METHOD

This research was conducted at SMA Masehi Berastagi in the even semester of the 2018/2019 academic year. This study used experimental research with a 2 x 2 factorial design. The affordable population was all students of class XI SMA Masehi Berastagi who were spread over several classes and were carried out in the even semester of the 2018/2019 academic year. The sample was taken by using cluster random sampling technique, namely by selecting the class randomly as the experimental class and the control class. There are 103 students who are members of 3 (three) classes in the affordable population who were previously randomized to a new class placement (class XI). Sampling was carried out in 2 (two) stages. Because this study used a 2 x 2 factorial design, in the first stage, 3 (three) classes were randomly selected from a sample frame of 3 (three) classes. From the 3 (three) classes, each group was selected randomly into 2 groups, namely the experimental group and the control group. One class selected to be the experimental group consisted of 51 students and one class selected to be the control group consisting of 52 students. In the second stage, each group was divided into two, namely a group consisting of students who had high creativity and a group consisting of students who had low creativity. Student creativity was measured using a creativity test instrument. As much as 27% of the upper group was stated as the group that had high creativity. Meanwhile, 27% of the lower group was stated as the group with low

creativity style. So that the students obtained data as many as 18 students who have high creativity and 18 students who have low creativity are scattered in the experimental group and the control group. Data on social studies learning outcomes (IPS) were obtained through instruments designed to measure student learning outcomes in social studies subjects in the form of a written test with an objective multiple choice test. Measuring the validity of this research instrument using the Biserial correlation formula. Reliability testing using the KR-20 formula in the experimental group and the control group

The research data were analyzed using descriptive analysis and inferential analysis. The data analysis requirements test was carried out by the data normality test using the Liliefors test technique. Homogeneity test of variance using Fisher's exact test and Bartlett's test. The results of the analysis requirements test showed that the data were normally distributed and homogeneous. The research hypothesis testing used two-way ANOVA 2 X 2 at a significant level α = 0.05. A further test to compare between treatment groups and the number of research subjects for each cell was the same, the Tukey test was used.

III. RESULT AND DISCUSSION

A. Research Result

1) Students' Economic Learning Outcomes Taught with the STAD Learning Model Are Higher than Students Taught Using Direct Learning Models. Statistical hypothesis testing for the STAD Learning Model and Direct Learning Model are as follows

Ho : $\mu A1 \leq \mu A2$

Ha : $\mu A1 > \mu A2$

In sentences it can be written:

Ho: Student Economic Learning Outcomes who are taught using the STAD Learning Model are lower or the same as students who are taught using the Direct Learning Model.

Ha: Students' learning outcomes using the STAD Learning Model are higher than students taught using the Direct Learning Model.

From the results of the data calculation, it was obtained that the average student learning outcomes taught with the STAD Learning Model were 80.87 and the standard deviation was 11.08 while the average Direct Learning Model was 73.41 and the standard deviation was 9.88. Based on the results of the analysis of variance in Table 4.14, the results of the calculation of the Learning Model data are obtained, where the value of Fcount = 13.08, while the value of Ftable with dk = (1.61) and α = 0.05 is 3.99. These results indicate that Fcount = 13.08> Ftable = 3.99 so that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, thus the research hypothesis which states that the Economic Learning Outcomes of Students who are taught with the STAD Learning Model are higher than students who are taught with the Direct Learning Model are verified.

2) Economic Learning Outcomes of Students with Higher Creativity Higher than Students with Low Creativity. The statistical hypothesis testing for high and low creativity is as follows

Ho : $\mu B1 \leq \mu B2$

Ha : $\mu B1 > \mu B2$

In sentences it can be written:

Ho: Economic Learning Outcomes Students who have higher learning creativity are lower or equal to students have low learning creativity.

Ha: Economic Learning Outcomes Students who have high learning creativity are higher than students have low learning creativity.

From the results of the data calculation, it was obtained that the average of students' economic learning outcomes with high learning creativity was 80.53 and a standard deviation of 11.84, while the average students who had low learning creativity were 72.91 and a standard deviation of 8.33.

Based on the results of hypothesis testing in Table 4.18 above, the results of the calculation of creativity data are obtained, where Fcount = 13.35, while the Ftable value with dk = (1.61) and α = 0.05 is 3.99. These results indicate that Fcount = 13.35> Ftable = 3.99, so that the Zero Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted, thus the research hypothesis which states that the Economic Learning Outcomes of Students who have high learning creativity are higher than students who have low learning creativity are verified.

3) There is an Interaction Between Learning Models and Student Creativity in Influencing Student Economic Learning Outcomes. The statistical hypothesis testing for the Learning and Creativity Model is as follows:

Ho : $A >< B = 0$

Ha : $A >< B \neq 0$

In sentences it can be written:

Ho: There is no interaction between learning models and student creativity in influencing student economic learning outcomes.

Ha: There is an interaction between learning models and student creativity in influencing student economic learning outcomes.

From the results of the data calculation, it was obtained that the average Student Economic Learning Outcomes taught with the STAD Learning Model and High Creativity were 88.94 and a standard deviation of 4.49 while the average Economic Learning Outcomes of Students taught with the STAD Learning Model and low creativity were 70 , 5 and standard deviation of 7.78 while the average of Student Economic Learning Outcomes taught with Direct Learning Model and High Creativity is 72.10 and a standard deviation of 10.76 while the average Economic Learning Outcomes of

Students taught with Direct Learning Model and Low Creativity of 75.31 and standard deviation of 8.47

Based on the results of hypothesis testing in Table 4.14 above, the results of the calculation of the interaction data of the Learning Model and Creativity ability are obtained, where Fcount = 28.19 and Ftable value with dk = (1.61) and α = 0.05 is 3.99. These results indicate that Fcount> Ftable (28.19> 3.99), so the Alternative Hypothesis (Ha) is accepted and the Zero Hypothesis (Ho) is rejected, meaning that there is an interaction between the Learning Model and the ability of Creativity in influencing Student Economic Learning Outcomes. which states that there is an interaction between the Learning Model and creativity in influencing Student Economic Learning Outcomes.

Furthermore, with the interaction between Learning Model variables and creativity on Student Economic Learning Outcomes, it is necessary to provide an estimation graph which shows the interaction as Fig. 1.
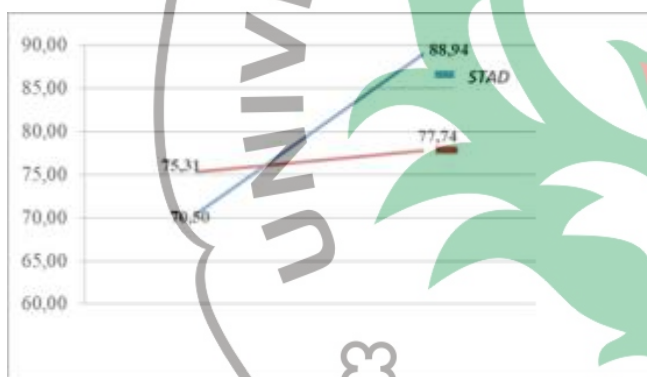

Fig.1. The Interaction of Learning Models and creativity in influencing Student Economic Learning Outcomes

Based on the results of testing the third hypothesis which states that there is an interaction between the Learning Model and Creativity in influencing Student Economic Learning Outcomes, it is necessary to test the average difference between the two propositions, for this reason Scheffe's further test is used. Figure 4.9 shows the interaction between the STAD Learning Model and Creativity in influencing student learning outcomes, but the STAD Learning Model strategy is more dominant than the Direct Learning Model. In other words, the better the Learning Model used by the teacher in delivering teaching materials, the higher the achievement of students' Economic Learning Outcomes. The test results using the Scheffe test can be seen in table 4:16.

TABLE I. SUMMARY OF SCHEFFE TEST CALCULATIONS

No	Advanced Test Results		F_{Count}	$F_{Table}(0,05)$
1	$\mu A_1 B_1$	$\mu A_2 B_1$	17,37	8,26
2	$\mu A_1 B_1$	$\mu A_1 B_2$	39,06	8,26
3	$\mu A_1 B_1$	$\mu A_2 B_2$	42,93	8,26
4	$\mu A_2 B_1$	$\mu A_1 B_2$	12,09	8,26
5	$\mu A_2 B_1$	$\mu A_2 B_2$	10,68	8,26
6	$\mu A_1 B_2$	$\mu A_2 B_2$	2,33	8,26

Information :

A1B1 : The average reading result of students' reading comprehension is taught with the STAD Learning Model on High creativity.

A2B1 : The average reading result of students' reading comprehension is taught with the Direct Learning Model on High creativity.

A1B2: The average result of learning to read the understanding of groups of students taught with the STAD Learning Model at low creativity.

A2B2 : The average reading result of students' reading comprehension which is taught by Direct Learning Model is low in creativity.

B. Discussion of Research Results

1) The learning outcomes of students who are taught using the STAD learning model are higher than those who are taught using the direct learning model. From the results of the research Fcount> Ftable so that the Economic Learning Outcomes of Students who are taught with the STAD Learning Model are higher than students who are taught with the Direct Learning Model are tested for truth. This is because students in the STAD Learning Model group accommodate more potentials possessed by students with this type. In the STAD Learning Model-based Learning Model students are involved in many class activities, such as brain exercise, making goal setting cards, making mind maps, role playing, simulations, activation assignments and demonstrations. Those with high creativity abilities become more challenged, excited and motivated to follow the lessons. Many activities involve them so they don't feel bored.

Conversely, students with this type will feel bored with the Direct Learning Model which is very dominated by the teacher. Students listen more and do not have many class activities that arouse students' enthusiasm. They are not challenged to do anything. They are easily curious and want to try something less accommodated in the Direct Learning Model. So that students become bored and not enthusiastic about taking lessons. Therefore, it can be concluded that high creativity will get higher student learning outcomes if taught with the STAD Learning Model compared to the Direct Learning Model.

This is in line with Simbolon's writing (2016: 58-69) from the analysis of the initial test results, the researcher found that out of 27 students in class V there were only 8 students or 29.26% who were able to achieve or exceed the predetermined KKM, namely 70. While the mean in the initial test was 53.33. In the first cycle, there were 15 students who completed or 55.55% and there were 12 students who had not received a complete score or 44.45%. In the second cycle there were 24 students who completed or 88.88%, while the other 3 students did not get a complete score or 11.12%. The average value in the first cycle was 65.18 increasing to 80.25 in the second cycle. Completeness of learning also increased by 33.33% from the percentage of completeness learning in the first cycle of 55.55%, increasing to 88.88%. From the increase in classical completeness obtained by students, it can be concluded that the use of the CIRC (Cooperative Integrated

Reading and Composition) learning model can improve students' reading comprehension skills in Indonesian language lessons, the main material of children's story instristic elements.

According to Siagian and Susanto (2012: 43-48) who argue that the STAD Learning Model in its application and results is expected to help students understand the strengths and potential advantages they have that can be developed. In addition, according to Gunawan (2007), the level of expectation we give students will have a value that is directly proportional to the achievement of learning outcomes, if the level of student expectations is high for lessons it will be in line with the increase in achievement and vice versa. For that we need a Learning Model with a series of practical approaches in learning with the STAD Learning Model strategy. Gunawan (2007) said that the purpose of learning with the STAD Learning Model is how to make the learning process effective, efficient, and enjoyable.

In the application of the STAD Learning Model students are given problem topics that aim to explore the students' initial knowledge. From these problems students then propose temporary answers (hypotheses) in accordance with their initial knowledge. To prove the truth of the proposed hypothesis, students carry out observational activities through literature from several relevant reference sources or through experiments. This of course can provide opportunities for students to develop students' thinking skills optimally in learning activities.

Whereas in the Direct Learning Model students are more prioritized to choose topics or themes that they will learn in an independent way and seek that learning to draw conclusions and apply it to everyday life.

According to Simbolon (2014), these results indicate that to teach teaching materials about learning ability in economic lessons it is better to use a contextual learning approach compared to using conventional learning. This is in line with the results of research conducted by Susanti (2002: 87-93) entitled: Mastery of economic data in bank calculations. The results showed that there was a positive relationship between the ability to identify economic values.

From the description above, it can be seen that the learning outcomes of students learning with the STAD Learning Model are basically how to make the learning process effective, efficient, and fun. Thus, it is clear that using the STAD Learning Model will have a better effect on the learning outcomes of Economic Learning Outcomes compared to learning using the Direct Learning Model.

2) Economic Learning Outcomes of Students Who Have Higher Creativity Is Higher Than Students Who Have Low Creativity. The research shows that the average value of students who have high creativity is higher than students who have low creativity. This indicates that students who have high creativity are better able to understand economic learning outcomes than students who have low creativity.

Creativity is a form of throwing messages or symbols that inevitably will have an influence on the feedback process, because feedback has proven that there is a guarantee that the message has reached the listener. The importance of creativity as a learning outcome is contained in one of the cross-curriculum competencies which is part of the competency-based curriculum (Ratumanan, 2003), where students use language to understand, develop, and create ideas and information, as well as to interact with others.

If it is related to student learning outcomes, this research also supports previous research stated by Dahnia (2010) which concluded that there is a positive relationship between billingual skills and creativity skills in class X students of SMAN 4 Malang. Farida's research (2006) concluded that there was a significant influence between students' attitudes on peer relationships on adolescent adjustment with a contribution of 49.98%, there was a significant influence between interpersonal communication on adolescent self-adjustment with a contribution of 44.49%, there was an influence There is a significant difference between students' attitudes towards peer interaction and interpersonal communication towards adolescent adjustment with a contribution of 56.3%. This influence is positive because the correlation value is positive. This means that the better the student's attitude towards peer interaction and interpersonal communication of students, it is expected that the adolescent's adjustment will be better too, and vice versa.

3) There is an interaction between learning models and creativity in influencing student economic learning outcomes. The results showed that there was an interaction between the Learning Model and creativity on Student Economic Learning Outcomes. When viewed from the average student learning outcomes in the group of students who have high creativity and are taught with the STAD Learning Model is higher than the average learning outcomes of groups of students who have high creativity and are taught using the Direct Learning Model. Furthermore, the average learning outcomes of students in groups of students who have low creativity and are taught with the STAD Learning Model are lower than the average learning outcomes of groups of students who have low creativity and are taught using the Direct Learning Model. This indicates that the average score for the group of students who have high creativity is taught using the STAD Learning Model compared to using the Direct Learning Model.

So, there is an increase in creativity. This increase is because students can follow learning well, where students are able to solve the problems posed, there is a Learning Model that can foster the enthusiasm of students in learning. Meanwhile, in teaching and learning activities, both the STAD Learning Model and the Expositorial Learning Model Learning Model can take place interactively because of the fun learning atmosphere where each student can work together in solving problems.

The application of the STAD Learning Model to students who have high creativity can explore the potential that exists in them. With high creativity, students will find it easier to understand and solve problems. This illustrates that students

who have high creativity are suitable to be taught using the STAD Learning Model. The interaction between the Learning Model and creativity is one indication that shows that in addition to the STAD Learning Model, the characteristics of students, in this case, creativity are a factor that affects Student Economic Learning Outcomes

This is reinforced by the findings made by Simbolon (2014) in his research results. There is an effect of interaction between students who are given contextual and conventional learning approaches on learning ability in economic lessons. Because there is an interaction between students who are given a contextual and conventional learning approach to the ability to speak the language, it is continued to test the simple effect with the Tukey test. In addition, students learn to interact and cooperate with their environment, both between students, teachers and students, and students with their surrounding environment, in an effort to explore knowledge or concepts from practical material. Thus, it is hoped that students can build and find their own knowledge, information and learning skills they need, where the information, skills, knowledge and knowledge are obtained by empowering students to interact actively, which is useful for solving their learning problems.

Based on this, it can be concluded that there is an interaction between the application of the Learning Model and the ability of students' creativity to student economic learning outcomes. Selection of the right learning model is the main key in the success of the learning process. This study proves that the selection and application of a good and appropriate learning model and supported by high creativity will produce good learning outcomes so that learning objectives can be achieved as expected. Teaching and learning activities in class are active and fun.

Then based on further tests with the Scheffe test it can be concluded that: (1) the average Economic Learning Outcomes of Students taught with the STAD Learning Model and high creativity are higher than the average Economic Learning Outcomes of Students taught with Direct Learning Models and high creativity; (2) the average Economic Learning Outcomes of Students taught with the STAD Learning Model and high creativity are higher than the average Economic Learning Outcomes of Students taught with the Direct Learning Model and low creativity; (3) the average Economic Learning Outcomes of Students who are taught using the STAD Learning Model and high creativity are higher than the average Economic Learning Outcomes of Students taught with Direct Learning Models and low creativity; (4) the average Economic Learning Outcomes of Students taught with the Direct Learning Model and high creativity are higher than the average Economic Learning Outcomes of Students taught with the STAD Learning Model and low creativity; (5) the average learning outcomes of students taught by Direct Learning Model and high creativity is higher than the average learning outcomes. Creativity of students taught by Direct Learning Model and low creativity, and; (6) the average Economic Learning Outcomes of Students taught with the STAD Learning Model and low creativity are lower than the average Economic Learning Outcomes of Students taught with Direct Learning Model and low creativity.

REFERENCES

[1] Fathani, A. M. Matematika Hakikat & Logika, Jakarta: Ar-Ruzz, (2009), pp. 53

[2] Iswadi, D, Pengembangan Media/Alat peraga Matematika, Depdikas. Yogyakarta. (2003), pp. 1

[3] Yohana, P. S. R., dkk. Pengembangan Media Pembelajaran Matematika Berbantuan Komputer. Makalah. Disampaikan dalam pekan ilmiah Mahasiswa Nasional: UMM, (2016). Pp 5 and 13

[4] Sudjana, Metoda Statistika. Bandung :Tarsito, (2005), pp. 12

[5] Degeng, N.S. (1999). Paradigma Baru Pendidikan Memasuki Era Desentralisasi dan Demokrasi. Edisi 6 Tahun III 1999/2000, pp. 19

[6] Hamdani, Strategi Belajar Mengajar.Bandung: CV Pustaka Setia, (2011), pp. 42

[7] Sanjaya, Strategi Pembelajaran Berorientasi Standar Proses Pendidikan, edisi I, cetakan ke-1, kencana prenada media, (2007), pp. 196

[8] Khairani, N. A., & Rajagukguk, J. (2019, December). Development of Moodle E-Learning Media in Industrial Revolution 4.0 Era. In 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019). Atlantis Press.

[9] Gulo,W, Strategi Belajar Mengajar. Jakarta : PT. Grasindo, (2008), pp. 84-85
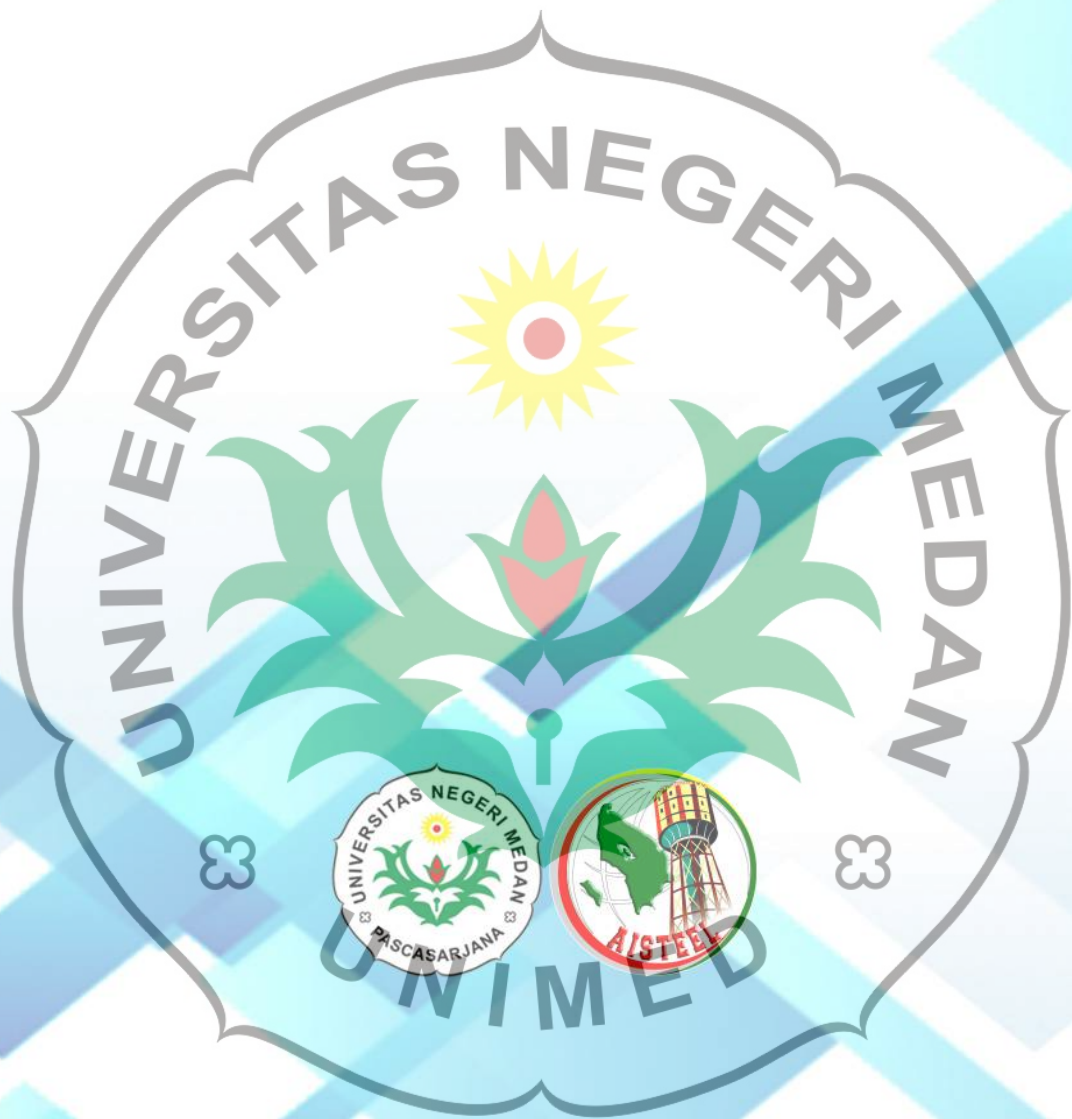
THE Character Building UNIVERSITY