ABSTRACT
Extracurricular activities are one way to achieve institutional goals. These activities are carried out outside school hours and are generally in the form of assignments, completed through experiments, or in the form of practice as practice and theory accepted at school. When students carry out extra-curricular activities it means that they are training their learning creativity. By getting used to students practicing their lessons from school, the creative potential they have will also develop. So, in addition to achieving institutional goals, students are also 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 a sample of 10.56% of the total number of students of class VII SMP from 30 students who became 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 are rated 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 a statistical analysis of correlations using the Product Moment Statistics formula developed by Pearson. Hypothesis testing is based on a significance level of 5% or by using a confidence level of 95% used the r table (correlation table) with a sample size of 30. Then the calculation results obtained $r = 0.9885$ and $r$ table correlation = 0.361, which means high correlation.

Keywords: Extracurricular, Learning, Creativity

1. INTRODUCTION
Creativity is usually defined as the ability to form something new. Creativity can appear in all fields of human activity, not limited to arts, science, and technology, and not limited to age, gender, ethnicity, or certain types of culture. As for creativity, it allows the emergence of new ideas, new ways that can provide benefits for both individuals and others which are not impossible to make a valuable contribution to national development. 2 of 1989 in article 4 published, National Education aims to educate the nation's life and develop Indonesian people as a whole, namely, humans who believe and have faith in God Almighty and have a noble character, have knowledge and skills, physical and spiritual health, a solid personality and independent and a sense of social and national responsibility.[1], [2] The above quotation states that national education develops Indonesian people completely, meaning that each student must develop his / her potential to the maximum so that they show high creativity. Thus an independent person will be created. Without a high will to develop, an independent person and national goals will not be achieved which plays an important role in national development.[3]–[6] Creativity can develop anytime and anywhere, both at school and at home as well as in the community as a wider
environment. But unfortunately, the creativity possessed by every student in formal education (school) is lacking in attention and lacking the opportunity to develop, so that the creative talents of the students have a lot of hidden and unfulfilled. 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 not one aspect is hampered from developing. And good development also depends on the opportunities provided by the environment such as formal education. [7]–[10]

The lack of formal education attention to creativity was expressed by Conny Setiawan as follows, In formal education, the mental abilities that are trained are generally centered on understanding the material of knowledge, memory, and logical reasoning... Success in education is often only owned by the extent to which students can produce knowledge materials given... Thus, creative thinking as the ability to be able to see a problem from various viewpoints is hampered. From the quotation above, we cannot deny that students in schools are expected to receive more information from teachers, remember them carefully and produce them appropriately. Usually the more precisely he repeats what his teacher teaches, the higher his report card score will be. With a good report card, he can be said to be a student who is successful in learning. Even though in this way, the students’ creative abilities do not have the opportunity to develop. Creative thinking as the ability to see a problem from various points of view is hampered. This will make students unable to face various problems in society so that even though they have graduated from school they are not yet able to stand amid society. So it is clear to us that informal education, creativity as an ability possessed by all students is still lack of attention and appreciation, so that many creative students are hidden and not realized. This is because creative students are less stimulated for development in school. Even though concerning the three educational goals, namely cognitive, affective, and psychomotor development, it is necessary to develop students' creativity so that these educational goals can be achieved.[11]–[14]

2. METHOD
1. Research Population
   Population is a collection of some elements in a unit. In the population, there are four main things, namely content, unity or unit, place, and time. Arikunto (1989: 115) says that: "The population is the whole object of research. If someone wants to research all the elements that exist in the research area, the research is a population study.

2. Research Sample
   To determine the number of samples, the authors quoted Suharsimi's opinion as saying, "If the subject is less than 100, it's better to take all of them so that the research is a population study. Furthermore, if the number of subjects is large, it can be taken between 10-15% or 20-25% or more ". Because the total population is greater than 100 people, for the determination of the study sample 10.56% of the total population was taken randomly, namely 30 people.

3. Data collection
   Tools To obtain data in this study, the authors used a questionnaire that was distributed directly to respondents. This is following the opinion of I. Djumhur and Moh. Surya, which reads the Direct Questionnaire, is if the questionnaire is given to the respondent to ask for information about himself. While the indirect questionnaire is if the questionnaire is given to the respondent to receive information about other people. "To collect the data, the author compiled a questionnaire about 34 items of extra-curricular and about 28 items of student learning creativity. So all questionnaires totaling 62 items were distributed to junior high school students, we can see in full in Table 1 below.

4. Data Analysis Techniques
   The data analysis technique used by the writer to analyze the research data is a quantitative technique. This means that to obtain quantitative data, the authors first transform the qualitative data into quantitative data. This is guided by the Likert scale analysis quoted by Mar’ in his book stated. In
constructing the attitude scale, Likert found that the score is based on the correlation integral correlation of 0.99 with the system of normal deviations which complicates the consideration. So the favorable statement which is responded to strongly agrees = 3, doubt = 2, disagree = 1 and strongly disagree = 0. Likewise, the question that is not appropriate, then the assessment to strongly agree = 4, to those who strongly disagree = 0 ".

3. RESULT AND DISCUSSION

3.1 Result

Analysis of extra-curricular activity data Analysis of data about this extra-curricular activity, the authors make the following steps: a) Tabulating the answers to each student's questionnaire. b) Score all the answers for each student by converting qualitative data into quantitative data. To determine the weight or value of each option, the author refers to Likert's opinion. So in the classification of the weight of the student's answer scores are as follows: Answer a Score 4, Answer b Score 3, Answer c Score 2, Answer d Score 1 c) Count the number of answer scores from each student. d) Calculating the average number of scores for each student. e) Finding the mean of extra-curricular activities. Because the calculation results use numbers using decimal fractions, value classification is done 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) the average value of the group is 0.75. To be clearer, have a look at the table below.

<table>
<thead>
<tr>
<th>NO</th>
<th>VALUE CLASSIFICATION</th>
<th>OPTION</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,</td>
<td>3.26 – 4.00</td>
<td>A</td>
<td>LOFTY</td>
</tr>
<tr>
<td>2,</td>
<td>2.51 – 3.25</td>
<td>B</td>
<td>HIGH</td>
</tr>
<tr>
<td>3,</td>
<td>1.76 – 2.50</td>
<td>C</td>
<td>NOTH HIGH</td>
</tr>
<tr>
<td>4</td>
<td>1.00 – 1.75</td>
<td>D</td>
<td>ENOUGH LOW</td>
</tr>
</tbody>
</table>

Based on the classifications of the students' extra-curricular activities above, the implementation of the extra-curricular activities of students in the junior high school is as follows:

\[
\mu X = \frac{\sum X}{N} = \frac{74.21}{30} = 2.47
\]

Thus we can categorize that the implementation of extra-curricular activities is in the low category. In analyzing data about students' learning creativity, the writer also took the following steps: a. Tabulating the answers to each student's questionnaire. b. Make a score of all questionnaire answers for each student by changing qualitative data into quantitative data. To determine the weight or value of the answers to each student's questionnaire about students' learning creativity regarding their learning creativity, the writer also refers to Likert's opinion. The classification of the value of the student questionnaire answers is as follows Answer a = weight 4, Answer b = weight 3, Answer c = weight 2, Answer d = weight 1 c. Calculates the total score of all answers for each student. d. Calculate the average number of answers from each student. e. Add up all the average answer scores for each student. f. Calculate the average (mean) of the total mean value of the answers for each student. Because the results of calculating the value of students' learning creativity also obtained fraction numbers, to facilitate the processing, value classification is carried out. To find the interval from the value classification is the same as extra-curricular activity analysis, namely by subtracting the largest number from the smallest number and dividing the number of options in the questionnaire, namely:
Table 4 Classification of Students' Learning Creativity Values

<table>
<thead>
<tr>
<th>NO</th>
<th>VALUE</th>
<th>OPTION</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,</td>
<td>3.26 – 4.00</td>
<td>A</td>
<td>LOFTY</td>
</tr>
<tr>
<td>2,</td>
<td>2.51 – 3.25</td>
<td>B</td>
<td>HIGH</td>
</tr>
<tr>
<td>3,</td>
<td>1.76 – 2.50</td>
<td>C</td>
<td>NOTH HIGH</td>
</tr>
<tr>
<td>4</td>
<td>1.00 – 1.75</td>
<td>D</td>
<td>ENOUGH LOW</td>
</tr>
</tbody>
</table>

Based on the classification of the value of student learning creativity above, the application of student learning creativity

\[ \mu Y = \frac{\bar{Y}}{N} = \frac{65.18}{30} = 2.17 \]

\[ \mu Y = 2.17 \]

Looking at the results above, we can categorize that students' learning creativity is not high enough.

3.2 Discussion

At this hypothesis testing stage, the author will test whether the correlation coefficient \( r \) obtained is positive or not (significant or non-significant). The writer will refer to the table of \( r \) product moment values developed by Sutrisno Hadi. Sutrisno Hadi explains in his book as follows: "With the \( r \)-value we get, we can see directly the correlation table to test whether the \( r \)-value we get is meaningful or not based on a certain level of significance or a certain percentage. 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 \( p \)-value, we would 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:

1) HA (H1) which reads: There is a positive relationship between extra-curricular activities and student learning creativity

2) Ho (null hypothesis) which reads: There is no relationship between extra-curricular activities with student learning creativity

3) As for the criteria which are the provisions in testing this hypothesis are as follows:

\( a) \) If \( r \) arithmetic (RH) is greater than \( r \) table (rt) in its mathematical form \( (r_h > r_t) \), then the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

\( b) \) If \( r \) count (RH) is smaller than \( r \) table (rt), which means \( (r_h < r_t) \), then the alternative hypothesis (HA) is rejected and the null hypothesis (Ho) is accepted.

In the following, test the two forms of the above hypothesis based on the results of the data analysis of this study. Based on the explanation above, the hypothesis testing is done by looking at \( n = 30 \) in column \( n \) in the correlation table, reading it right in the column at the significance level = 5%, then the value of \( r \) we get = 0.361 If we associate the amount of \( r \) count (0.9885) with \( r \) table (0.361), then \( r \) count is greater than \( r \) table, meaning that RH is greater than rt (0.9885> 0.361). Thus, it can be concluded that the correlation of variables \( X \) and \( Y \) is significant, because the \( r \)-value we get from the calculation results is greater than the \( r \) value in the correlation table (0.9885> 0.361). In this case, it means that there is a positive correlation between extracurricular activities and student learning creativity. So Ho (null hypothesis) is rejected and HA (alternative hypothesis) is accepted, namely that extracurricular activities have a positive correlation with student learning creativity.
3.2 CONCLUSION

From the results of research on extra-curricular activities with student learning creativity that have been discussed in the previous chapters, the authors conclude that this study proves a positive and convincing correlation between extra-curricular activities and learning creativity. Extra-curricular activities are a learning process to achieve goals. Institution of a school concerned effectively and efficiently. The creativity of a student is very necessary because learning without creativity will not know many ways to achieve good results, for that it needs to be trained. The proper implementation of extra-curricular activities will develop students' creativity, because the more extra-curricular activities, the higher the students' learning creativity.

REFERENCE