PROCEEDINGS

International Conference on Education and Teacher Development

The 55th Dies Natalies, State University of Makassar

"REVITALIZATION OF EDUCATIONAL INSTITUTIONS AND EDUCATION STAKEHOLDERS TOWARDS ASEAN ECONOMIC COMMUNITY"

Faculty of Sport Sciences
State University of Makassar
2016

Makassar, August 20, 2016

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Bustang, S.Pd., M.Sc.

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Faculty of Sport Sciences

State University of Makassar

2016

International Conferenceon Education and Teacher Development

Proceeding

International Conference on Education and Teacher Development

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FOREWORDS

FROM RECTOR OF STATE UNIVERSITY OF MAKASSAR

Assalamu'alaikum warahmatullahi wabarakatuh

I want to give our welcome to all the delegates, speakers, and participants coming today. Welcome to the State University of Makassar.It gives me great pleasure to extend to you all a very warm welcome, especially to our keynote speakers who have accepted our invitation to convene the conference.

To celebrate the 55th Commemoration of State University of Makassar, Faculty of Sport Sciences has the opportunity to conduct InternationalConference onEducation and Teacher Development 2016. This conference took place on 20th August, 2016 with the theme was "revitalization of education institutions and education stakeholders towards ASIAN economic community".

Furthermore, I would like to take this opportunity to express my heartfelt gratitude to all organizing committee especially for people from Faculty of Sport Sciences that primarily hosts this conference. Finally, this is a great time for me to declare the official opening of the International Conference on onEducation and Teacher Development2016. I wish everyone all the best for a stimulating and enjoyable conference.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Rector of State University of Makassar
Prof. Dr. Husain Syam, M.TP

FOREWORDS THE DEAN OF FACULTY OF SPORT SCIENCES, STATE UNIVERSITY OF MAKASSAR

Assalamu'alaikum warahmatullahi wabarakatuh

Alhamdulillah, All praise is due to Allah SWT Who has power over everything. May His blessingbe upon the holy Prophet Muhammad, his family, his faithful companions who strived to see that the religion of Islam triumphed.

On behalf of the Organizing Committee, it is a great pleasure for me to welcome all of you to theInternational Conference on Education and Teacher Development in celebrating the 55th Commemoration (Dies Natalies) of State University of Makassar, one ofthe qualified education universities in Indonesia.A special welcome to the Governor of South Sulawesi, Mayor of Makassar City, Rector of State University of Makassar, Dean of all faculties,and all the special honoured guests of the conference.

Distinguished guest, ladies and gentlemen,

This conference proudly presents several keynote speakersfrom several different countries,including: Deputy Chief of Inter-Parliamentary Cooperation Body(Indonesia), Mary White from Humber University (Canada), Prof. M. Salleh Bin Aman from University of Malaya (Malaysia), Prof. Ranbir S. Malik from Curtin University (Australia) and Prof. Dr. Tandiyo Rahayu from Semarang State University (Indonesia).This conference is aimed to put together researchers, educators, policy makers, andpractitioners to share their critical thinking and research outcomes. Therefore, we are ableto understand and examine the development of fundamental principle, knowledge, andtechnology in education.

Distinguished guest, ladies, and gentlemen

This conference could not be happened withoutthe support from various parties. So let me extend my deepest gratitude and highestappreciation to all conference committee members. My thanks also go to all those of youwho will contribute to the scientific programme as speakers and presentersand bringing your expertise to our conference.

Last but not least, my thanks go to all the participants.who have come here to listen and to learn and to make new friendsfrom different places and backgrounds.

To conclude,I wish everyone all the best for a stimulating, fruitful, and enjoyable conference.

Wa'alaikumsalam warahmatullahi wabarakatuh

Drs. H. Arifuddin Usman, M.Kes

The Dean Of Faculty Of Sport Sciences
State University Of Makassar

FOREWORDS
THE COMMITTEE

Assalamu'alaikum warahmatullahi wabarakatuh

First of all, we would like to say Alhamdulillah, thanks to Allah SWT, the most gracious and the most merciful, therefore the proceeding of International Conference on Education and Teacher Development 2016 can be held successfully. The conference took place on the Phinisi Building, State University of Makassar on 20 August, 2016 in celebrating the 55th anniversary of the university. The conference embracing the theme "revital*ization of education institutions and education stakeholders towards ASIAN economic community". The objective of this conference is to provide a forum for researchers, lecturers, teachers, students, and people who are involved in education to share their research findings and new ideas in the fields.

Ladies and gentlemen

On behalf of the committee of this conference, I would like to express highest appreciation and gratitude to all keynote speakers, including:Mary White from Canada, Deputy Chief of Inter-Parliamentary Cooperation Bodyfrom Indonesia, Prof. M. Salleh Bin Aman from Malaysia, Prof. Ranbir S. Malik from Australia and Prof. Dr. Tandiyo Rahayu from Indonesia.

Alhamdulillah, there are 20 scientific papers related to education that have been presented on parallel session of this conference. All the talks were very impressive for the high level of professionalism, and in many cases original ideas and activities have been accomplished or proposed. Special thanks goes to all speakers and presenters as well as to the session chairpersons, who drove all the conference sessions on the right track, keeping them in time while permitting enriching discussions.We are also very grateful to all reviewers and editors who have played a crucial part in the editorial process to creation and completion of the Proceedings.

It has been our endeavour to make the Proceedings of International Conference on Education and Teacher Development 2016worth reading by the international community at large and the participants of this conference in particular.

Makassar, August, 2016

Dr. Suarlin, S.Pd., M.Si.
Committee

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NOVELTY AND GIMMICKRY INNOVATION IN ATMOSPHERE BUILDING METHODOLOGY IN NIRMANA TRIMATRA AND DESIGN METHODOLOGY LEARNING DESIGN OF COURSE

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ABSTRACT

Scientific curriculum in design fields require students to be able to build creative ideas in an attempt to solve various problems of design. The end result of a work is that containing values novelty and gimmickry kind of idea concepts and techniques used in the design process. The purpose of writing this article is to provide a reference or patterns in the learning course design methodology and shows that every design planning is required to generate the values of novelty into the design and the ability to apply the techniques of gimmickry that works even more attractive and more valuable. The method used is descriptive qualitative-quantitative method is simple supported to help analyze assessment.
The results obtained are satisfactory with reference to the work of assessment and feedback quotation course participants.

Keywords: Innovation, Model, Novelty, gimmickry

INTRODUCTION

> "'Serious creativity' will seem a contradiction in terms for many people. Everyone now knows that creativity has to be fun, lively and crazy – so how can me have serious creativity?" (Bono, Sep 1995)

In the academic world what the statement of de Bono is a paradigm that is contrary to the very serious academic climate. But the climate is ideal for science education in the field of design is very demanding activities explorative in evocative creative ideas in making reference to the idea of designing sebuat including the end result of a creative act.

The purpose of writing this article is to provide a reference or patterns in the learning course design methodology and shows that every design planning is required to generate the values of novelty into the design and the ability to apply the techniques of gimmickry that works even more attractive and more valuable. Which is expected to support new innovative methods of teaching that aims to produce works of innovative students.

Design as a scientific field is fundamentally a scientific field that is very demanding various efforts to solve the problems being debated in the neighborhood. Scientific curriculum design field menggariskannya into course design methodology, in which one material is the exploration of new ideas and activities in one of the phases and the first phase of which is known as upload ideas or fail rembug (brainstorming). Brainstorming is a method evocative basic ideas into a box that was collected in the wild but controlled through the establishment of basic patterns of keywords. Introduced by Alex Osborne which he used for the benefit of the industry engaged in the advertising industry is very detailing the results very values novelty and gimmickry.

Students of Visual Communication Design (DKV) Faculty of Arts and Design (FSD) Makassar State University (UNM) since formally established has introduced the method of brainstorming (BS) as one stage part of the research methods of design the stage design analysis (DA) in the design process (DP) to define the various terms and ingredients to be grouped and then created the elements basic ideas, ideas and design concepts that will be built in the exploration activities of DP.

Novelty and gimmickry could not attract the attention and is not directly related to the value of advertising. But in almost every other field of novelty but that alone is not considered quite so creative ideas must be reasonable and must be productive so that it can be said that every idea must necessarily madness in a scalable and productive.

"" I would also like to point out that creativity does not have to be a group activity. Creative techniques can be used in a powerful way by individuals working entirely on their own " (Bono E. d., Sep 1995), this statement illustrates that creativity does not always wake of group activities. Creative techniques can be used in a powerful way by individuals who work entirely on their own.

Novelty in a sense which is synonymous with freshness understanding that means freshness or comfort (KBBI). So that novelty can be defined as something that values novelty. Something that is second to none and not part of a mainstream, sometimes by most people as something strange. Potential to cause polemics caused not part of the ordinary.

Gimmickry is derived from the basic word "Gimmicks" which has several definitions. This term was first recognized in the early 20th century. Refer to the product features that make it

more interesting though is not to be important and have a functional to a product but is thought to enhance the sale value. (http://iklaninstan.web.id)

Gimmickry in the world of advertising (advertising) is like a blade that can attract attention so that it can increase sales of the objectives of the ads were created. Gimmicks in a product packaging or the product itself has a vital role because the placement of the image of Mickey Mouse or Minnie Mouse on any products toddler gives appeal to consumers even acts as a marker of gender designation for baby boys and girls, including its role in the provision of identical color blue for boys and pink for baby girl.

Based on core of content instruction in subjects of course design methodology covers the basic theory of the stages in the design process through research studies of design consist are; 1) Assessment Analysis (AA), 2) Assessment Synthesis (AS), and 3) Assessment evaluation (AE)

The course of design methodology describes the various theories on the implementation of the design process certainly requires a high concentration in following the lecture in the classroom. Although the success rate of the conduct of the course design methodology belong to the moderate condition but was deemed necessary to improve. This is due to the role of design methodology courses including vital because it is a subject which drive a student to other subjects in the scope of science of visual communication design.

Based on these circumstances, it may take a few tips (gimmickry) and novelty in its implementation. So it takes a refresher teaching methods in the classroom to build an atmosphere that supports learning atmosphere.

IDEO a design consulting firm in the United States since its founding have implemented creative methods in building a working atmosphere which is then followed by many giant companies such as Google Inc. example which is now a giant in the world.Tim Brown, CEO of IDEO defines creativity that creativity is a matter of leadership that can empower teamwork in executing the idea of herding and well built. (Brown, http://www.ideou.com), a concept of leadership that is inspiring, flexible, expressive, assertive and visionary becomes the foundation in building a climate.

Introducing the students to think of creative ways of comparing it with the lateral and vertical thinking, is also a way of thinking collateral, then ask students to practice and make records of the results of their exploration in the classroom.

METODOLOGI

This article uses a qualitative approach, a study that was taken from the opinion of the people and behavior that produces descriptive data in the form of words written or spoken.(Moleong, 2007) With the data collection methods used were interviews and observation. By it, this study used a qualitative descriptive type. Collect testimony-testimony derived from the course participants as the primary data related; delivery of materials engineering, climate and atmosphere of the class, level of acceptance and expectations of students related methods [1], engineering [2] and the atmosphere [3] which is used as a measure related to the test methods class novelty and gimmickry that emphasize the atmosphere..

RESULT

[1] Methods

The teaching methods are carried out in an attempt how to present an atmosphere or an atmosphere that can help students gain experience so that the materials can be well presented, made in several programs as follows:

a) Problem Based Introduction

The purpose of this model is to develop the ability to think and problem solving skills, developing self-reliance and the ability to access a role in a team or individual cooperation. (Glaser) (Barrel, 2007) Assignment (see; STAD)

b) Student Teams-Achievment Division (STAD)

STAD models (Slavin, 1983) see also (Slavin R. , 1985) Formed groups that have a common vision, based on case studies provided (*Instructional Form*). Each member of the group was given the task and role. Assignment is based on case studies provided each group consisting of 5-6 persons and the group sum of number 10 person for two classes:

. Group I dan VI: Identification of the problems in the market 'Pa'baeng-Baeng' accordance with scientific expertise competence fields of design.

No	Problem	Solution
1	Although there are zoning based on the types of goods are difficult to access zones based on the type of merchandise.	Information systems need to be made
2	Lods or stalls and shanties design performances are look seedy	Need to be designed design the appearance and design of shanties
3	Parking zone was minimal	It needs to make the design of the parking area
4	Public facilities such as toilets are not maintained even used as a place merchandise	Mobile toilets need to be designed because the location of markets, where cramped and difficult to access
5	Wet zone is very muddy and dirty	Need to draft a model lods wet and exhaust duct systems are ideal.

Group I decided to choose no.1 and group 2 choosed no. 3 to their group project.

2. Group II and VII: Identification of the problems in the highway in the city of Makassar in accordance with scientific expertise competence field of design. (Select spot or point based on the possibility of the complexity of the problem)

No	Problem	Solution
1	Many offenders waiting for a sign green light in front of zebra-cross and on it.	Needs to be made of information boards and warning
2	Lots going offenders counter-flow	Need to be designed, traffic engineering design
3	The bus stop so that the objects of destruction and vandalism, broken and uncomfortable	It needs to make a comfortable stop shelter design

4	The placement of outdoor advertising and round tagging disorganized and chaotic	Studies need to be made and intende placement of outdoor advertising spac and the proposed regulations.
5	Offenders on traffic signs and road markings	Need props design and simulation fo road users

3. Group III and VIII: Identification of the various problems in the slums in the city of Makassar in accordance with scientific expertise competence field of design. (Select spot or residential location that has a high complexity of the problem). (Eg assignment)
4. Grup IV dan IX: Identification of the various problems in inter-provincial terminal according to the Southwestern area of design competence of scientific expertise. (Eg assignment)
5. Grup V dan X: Identification of the problems common facility centers Losari accordance with scientific expertise competence field of design. (Eg assignment)

c) *Brain Storming* and *Mind Mapping*

` The of model Brain-storming and Mind Mapping (Buzan, 2010) provide experience in identifying and mapping problems so mahasisa have the ability taxonomic thinking. Assignment. (see;STAD)

d) *Think Pair and Share* (TPS)

This model (Lyman, 1987) given the power to inspire students to think logic so that the students are expected to have the ability to think creatively out of the box de Bono. Students are given a variety of quiz questions in the form of verbal, visual (graphics), puzzles, matrix. Students are assigned to provide analysis results and the answer in the form of graphic explanation.

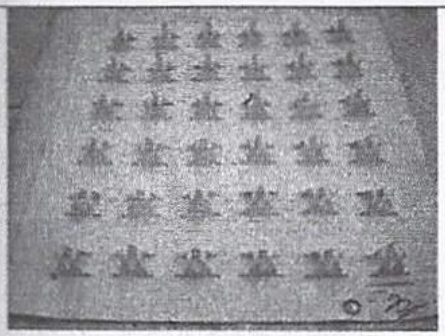
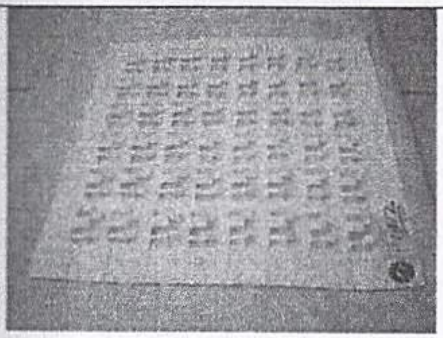
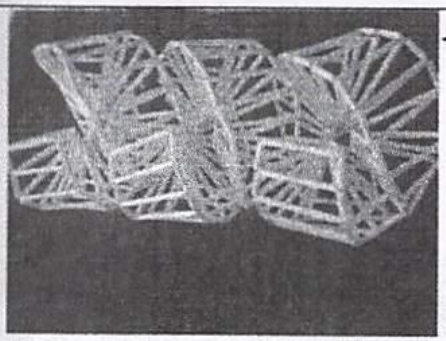
d) Role Playing Games in combination with Inquiry

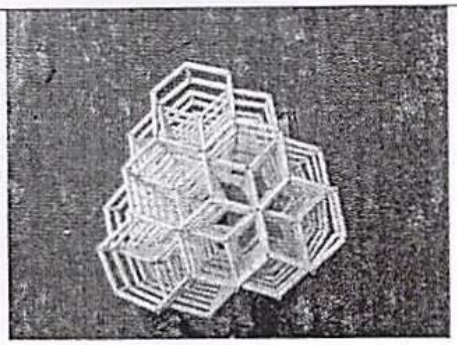
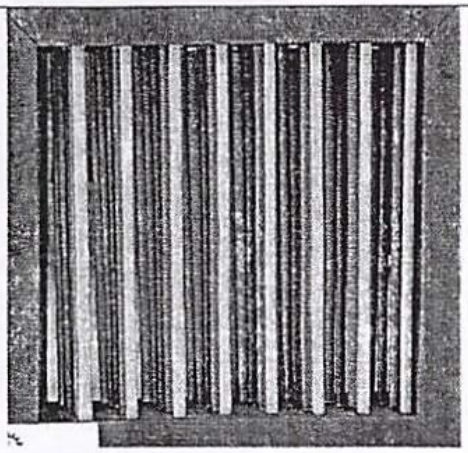
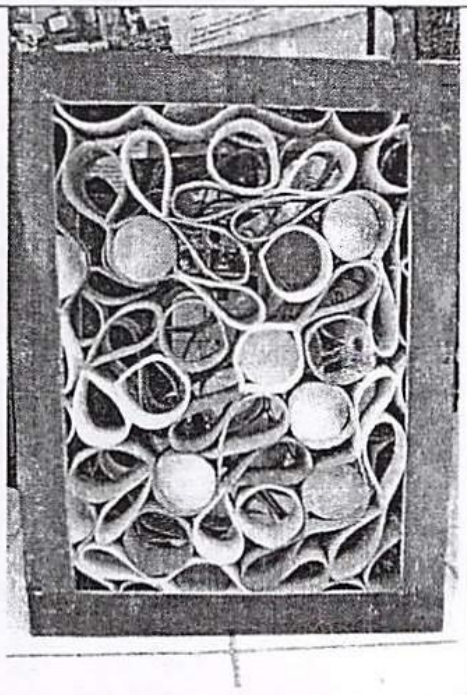
This model was given the power to inspire creative thinking (lateral thinking), built the atmosphere is cheerful, joy, joy. One of scenario constructed as follows:

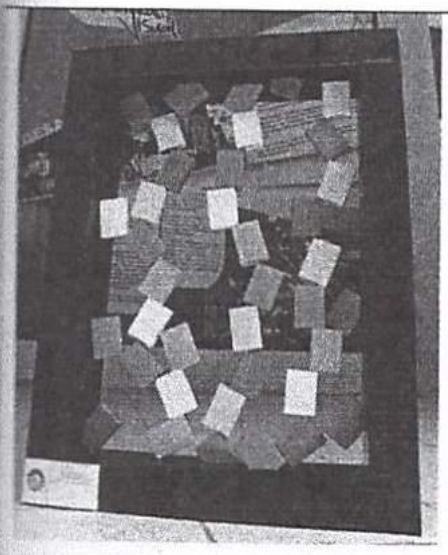
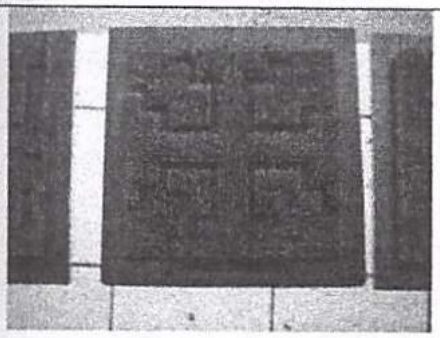
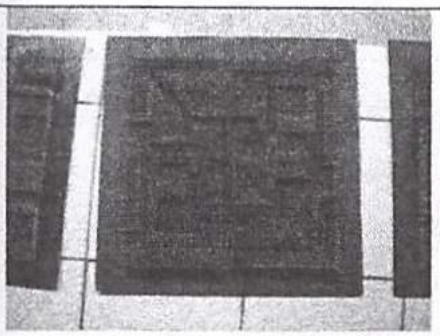
e) Project Assignment

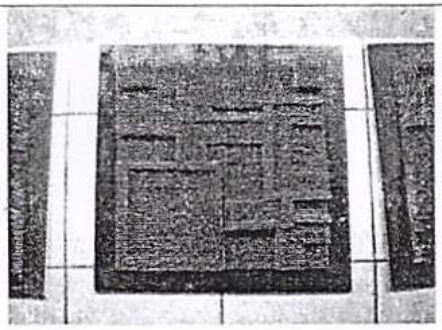
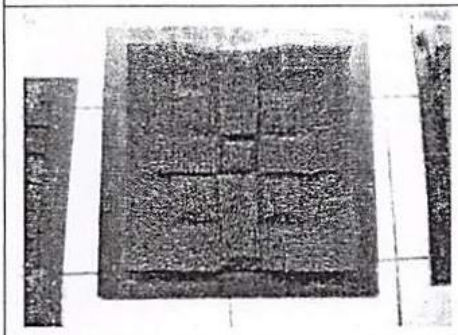
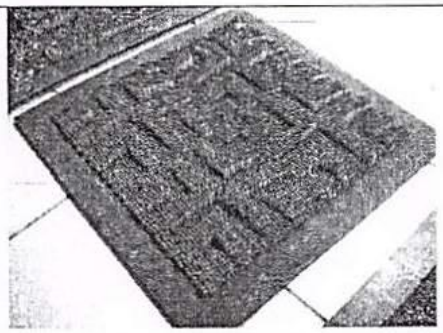
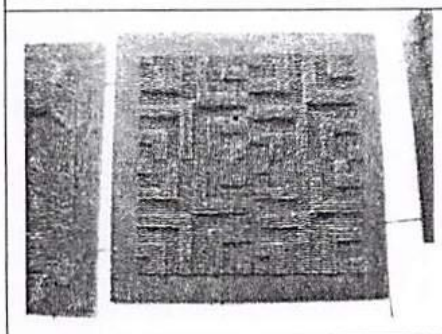
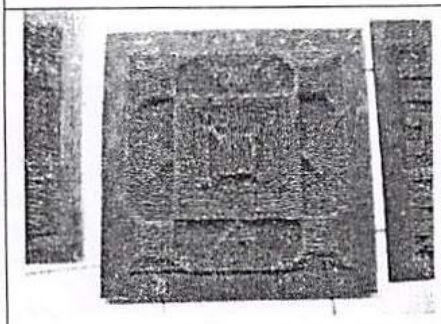
This model requires students; 1) Build a program and framework (preparation), 2) Implement programs and frameworks built, 3) Able to evaluate and execute, 4) Generate the final product. As can be seen from some of the work of the course nirmana trimatra below:

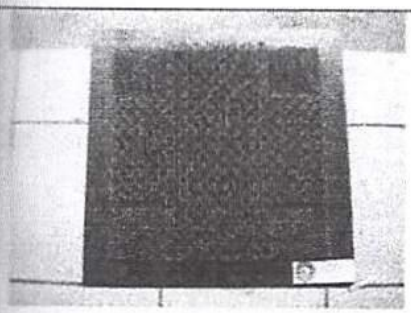
Tabel 1. Matrix asessment novelty and gimmick value content of student works.

Product	**Materials**	***Novelty Level*** **(1 – 4)**	***Gimmicks Level*** **(1 – 4)**
Task I			
	White cardboard paper	2	2
	White cardboard paper	2	2
Tugas II			
	White straw	2	2

	White straw	3	3
Tugas III			
	Color cardboard paper	4	4
	Color cardboard paper	4	4

	Color cardboard paper	3	4
Tugas IV			
	Matchstick	3	2
	Matchstick	4	3
	Matchstick	4	4

	Matchstick	4	4
	Matchstick	3	3
	Batang korek api	4	4
	Matchstick	4	4
	Matchstick	4	4

	Matchstick	4	4
	Matchstick	3	4

[2] Technique

Mechanical delivery of content is done by making an outline of teaching methods based on class activities procedural;

a) Logical procedures, aims to arouse or stimulate the thinking of students in receiving and processing the material with its phases.

Students are given input materials theory of creative thinking method comprising;

1) Vertical thinking methods, to teach students to think is the traditional way of thinking or logical. Think vertical view through the eyes of a reasonable solution of the problem or situation and working through it, generally in the path chosen most ordinary (common), then confronted with comparisons to the way of thinking laterally and collateral.

2 Lateral thinking methods, to teach students to be able to find the key to think laterally. Lateral thinking is a way of thinking through methods that are not public in solving a problem and tends to be ignored by logical thinking or an imaginative way of thinking 'out of the box'. (Bono E. d., 1970) So students capable of enriching materials case-studies case studies provided by the results of various concrete solutions. To teach

students to think alternative with non-sequential fashion. So that students can build the originality of thought.

b) Data collection procedures, aims to train students to be able to make the structure and data collection techniques metodetatif corresponding stages are built.

c) Taxonomic procedures, aimed at helping students to be able to outline the relationship and intersection of data based on the data according to the stages.

d) The evaluation procedures, aimed to help the students to be able to evaluate and build a the basic hypothesis based on the data that has been collected.

Results obtained are that students are able to follow the outline of teaching wellby involving interview On as many as quotations as a result of the interview table below (based on data record lectures in 2012:

Tabel 2. Matriks Kuotasi Balik

No.	Student	Logic	Data Collect	Taxonomi	Evaluation
1	Inam Muslimin	I just to comprehend and understand as to what lateral thinking that and I'm interested in the question in Quiz "The Chinese . and Japanese, both like to eat rice". The question is who is at most ate rice? "I said the Chinese because the Chinese population more than the Japanese	Based on the quiz questions about the Chinese and the Japanese rice eaters. I replied that the Chinese eat more rice because based on the data I have is the Chinese population is far greater than the Japanese	I developed a taxonomy based on census data from the largest number of people to the smallest. Then I narrow down and focus only on the two countries.	Finally, I conclude that the Chinese people who ate more rice.
	Ronald Edy Tai	I already understand how to	Initially I was quandary answer	I make develop alternative	Why did I choose the answer

		think out the box with vertical thinking and I was interested by the case study "A man rode into town on Monday. He stayed for three nights and then left on Monday. How come? and my answer is that could have happened because Monday is meant is the name of the inn.	the questions and then I then think about the possible answers. then my focus and underline the word "Monday that" I finally concluded on the keywords "name of day" so the answer could have been naming other objects.	naming objects that have naming opportunities are virtually and almost has in common with the keyword naming the objects that exist in a city. Then I created a line of other objects so I came to the possibility of the person's name or the home of the person or name of the destination of the man.	because if the inn name of refers to name of the homeowner then the answer I should pack the house this week and the possibility of an answer other than my answer that the hotel name.
	Reza Abdillah	Initially I found it difficult to answer the question that was given to me. Arriving home I thought. I finally have an answer to the question "There are six cups. Three fully charged, three empty. What one	In my minds: I have to pinch three empty glass and led him to the back three glasses a fully or I should take a glass and pour evenly over the three empty glasses so that all six glasses filled.	In accordance with of my delivery based on my data with two alternative answers that I woke up. Then I connect with the keywords I realized then I managed to find the answer.	Based on my keywords easily specify the actions that should I do so that my answer is to shift three empty glass to the rear glass is fully charged so that all six glasses looks full.

		action all visible glass filled? "	But I realized with the word "look" that is indicative of a keyword danmenjadi about it. I finally took the first action that shifts the empty glass to the rear three full glasses. So, six glasses filled.		

[3] Atmosphere

Building an a delightful classroom atmosphere is a proviso that must be met for the academic climate. On the other side of moderately upscale atmosphere idel is run uninterrupted process which may interfere with other words, the atmosphere is quiet and has parameters. Creative classroom atmosphere that is formed from a creativity can help create a classroom environment that is more motivating, engaging, and educational for students and faculty certainly has no parameters in terms of dynamic and controlled. Atmosphere question in this case is the atmosphere of the learning process.

Referring to the points [1], teaching methods, the obtained quotations as follows based on the impression of students:

No.	Student	Perception
1	Inam Muslimin	Refering to the experience during the lectures. I like the outer class (direct observation method) room that when we go to the market Pa'baeng-Baeng and given the task to find a variety of permaslahan that exist in the market Because we can interact directly with the problems and learn to think of a solution of permaslahan we meet. As the case placemark problems with spatial chaotic market. In that case of my think about how so that visitors can directly access the market needs so no need twiddling twirling. So I along with my team initiated the project sign-Baeng Pa'Baeng market system. I was

		also impressed with the nuances of a class like we work at the office design agency. Serasa is already working professionals. (laugh)
2	Ronald Edy Tai	I like the class of games. Because the materials submitted are many and varied. Perhaps the experience I have gained will be different from those obtained. for my younger siblings later because the professor is very rich material. The main thing is the more I can understand the problem easily with a classroom atmosphere festive, free, full of laughter, joyous and most importantly not depressed. One of my criticism, if bias made or prepared the book text. I was most impressed with the madness-madness in almost all the programs in each meeting. I wonder, what kind of classroom atmosphere for my younger siblings later. Because after of my asked wondering seniors, he says they are different experiences obtained.
3	Ranald Indra	I was pleased with cause we were taught a class of grouping can exchange opinions and learn to build a teamwork. The main classroom atmosphere were like an a class of kindergarten, we made many patch, notes and post-it as we learn how the build an procedure of taxonomic thinking, learning in brainstorming and learning how to piguring out the conclusions and learning to making a decisions. It's like if we actually already working. I was impressed with the rules students must wear a shirt, pants banned "Jeans", wearing a tie according to taste, wear perfume. (Laughs) The impression we felt really at the office of design bureaus.

DISCUSSION

1. Associated of Learning Methods and Results of Assignment

During the implementation of the course in one semester of the current year is programmed to apply the 7 models of learning, where in three program synchronizing learning model implemented in the project assignment with 2 big task with the division of one project as part of a pre-requisite for the follow midterms (UTS) and 1 project as part of the pre-requisites to take the exam end of semester (UAS). Development of a model by doing combinations learning model shows the value of success.

Based on the results achieved by applying a touch of novelty and gimmickry in any learning application as the goal. Retrieved works of student tasks that still have the power

novelty and gimmickry seen from the works of a good assignment of (MK). Nirmana Trimatra or from the course of design methodology. (see results point (Tabel 1, 2)

2. Assessment of Work Assignment

Students' ability to produce the works that have a value of novelty and gimmicks. Measured from the level of level of exploration by way of students to explore the shape of the considerable and do a search similar works as meotde control over the authenticity of the value of their works, After confirmation and exploration references on the internet, students then conduct exploration activities to make corrections form. Further measures to do with the exhibition asks the visitor to give an assessment of the scale of the reference number 1 to number 4 (1 – 4).

3. Techniques and Difficulty Master Moderators

a. Task I: the exploration of material (paper/cardboard) with the treatment of scissors, slices, constraints infolding and locks. The level of difficulty of this task lies in the ability to the use of imagination coherence between treatment techniques. mostly students having difficulties in formulating the techniques locks and folding technique. Another capability that measured students' ability to organize the modules into a pattern so that ability can be measured gimmicks.

b. Task II: exploration the plastic straw with scissors treatment, slices, folding and locks. The level of difficulty of the task II lies in the ability of imagination to create a module, and the ability to organize modules imaginative forms. Another capability that measured students' ability to organize the modules into a pattern so that the gimmicks.ability can be measured

c. Tugas II: material exploration of the color cardboard with a treatment technique scissors, slices, folding and locks. The level of difficulty of this task is evocative gimmicks ability of students to produce alloys that immodular. Another capability that measured students' ability to organize the modules into a pattern so that the novelty ability can be measured.

d. Tugas III: exploration of techniques matchstick pieces. The level of difficulty of this task is to keep the rhythm and motion in the form of compositions. This task includes the hardest because it measures the ability of novelty, the ability of gimmicks, ability

to sense motion and ability level of patience and the ability to detail that demands foresight and very demanding sensitivity of taste.

4. Atmosphere

Based on the responses of students during the lecturing outline expressed contentment and curiosity high. this happens due to the implementation of courses that demand high levels of difficulty each year programmed to increase the level of ability with the model and the type of task that is regularly updated and lecturing regularly evaluated results. The achievement of the expected is the increase the ability of students who continue to be measured based on the assessor's work and the comfort level of students in the learning process. Surely that intended results have a direct impact to the students to follow the next lecturing materials that will be felt more easily. For the presentation of the curriculum do retrofitting strategies at the basic level. This has an impact as well when the level in the subject of subsequent practice is raised so that the achievements of competence as superficial learning outcomes can be achieved.

CONCLUSION

Based on the discussion in the results and discussion suggests that the evocative the power creative thinking of students in the subject of design methodology as a subject theory with the advanced elements of novelty and gimmickry in organizing material-amteri lecture programs are applied in building construction program lecturing a profound impact on students' ability to following the practice course that requires high creativity, by reference to the work values novelty and attractive.

There are three things that needed to be focused in supporting efforts to achieve are: [1] Selection of appropriate learning methods and appropriate and are considered to have provoked the creative power which novelty through engineering methodology gimmickry, [2] Results are measured and measurable either can be the basis of assessment of the level of success with innovations as a form of refreshment in the program the lesson plan is considered very successful and have a good impact for students, especially in terms of ability to follow all the courses in order to achieve the level of achievement of graduates that

competence in the field of DKV, [3] Responses well and enjoyable for students to become an measure to the lecturers to quantify level of success in conducting the courses they teach

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