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The Application of Creative and Productive Learning Models in Increasing Student Learning Motivation in Adaptive Subjects at SMK Negeri 3 Langsa

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ABSTRACT

This study aims to increase student learning motivation in Adaptive Subjects at SMK Negeri 3 Langsa through the Application of Productive Creative Learning Models. This research is a classroom action research conducted in 2 cycles. Data collection was carried out by observation and tests. The data analysis used is qualitative analysis and quantitative analysis. Qualitative analysis is carried out by reducing data, presenting data and drawing conclusions, while quantitative analysis is carried out by comparing the acquisition of learning motivation scores with the maximum score and then presenting them. Based on the results of research from observational data, it shows that the application of creative and productive learning models in mathematics which is an adaptive subject in class XI Clothing I SMK Negeri 3 Langsa for increasing student motivation has been implemented and is carried out in stages: (a) orientation stage, (b) exploration stage, (c) interpretation stage, (d) recreation stage and (e) evaluation stage. The results of the observation sheet show that students' learning motivation in mathematics at the end of the second cycle has reached the very good category. This can be seen in the increase in the percentage score of Student Learning Motivation by 21.71% from before the application of the Creative Productive Learning model of 48.57 % to 70.28 %in cycle I. Then from cycle I to cycle II there was also an increase of 10, 57% or obtained a score of 81.14%. In addition, this is also proven based on increasing student learning outcomes and achieving indicators of completeness at the final stage of the cycle, namely 84% after the implementation of the Productive Creative Learning Model.

Keywords: *Productive Creative Learning Model, Student Learning Motivation.*

1. INTRODUCTION

Education is defined as a human endeavor to shape personality in accordance with the values and culture that exist in the community (Wiyani, N. A., & Barnawi. 2012). Education is not only determined by a teacher who can deliver learning materials to students, but educators must have other abilities, they are required to be able to overcome various obstacles while meeting the various needs of students. In relation to curriculum implementation, educators are not only the spearhead of education and learning, but are the key to the success of the curriculum as a whole.

Learning model is one of the important components in learning. One of the reasons for the importance of developing learning models is because variations in learning models can provide a passion for learning for students, avoid boredom, and will have implications for the interest and motivation of students in participating in the learning process. (Asyafah, A. 2019).

In an effort to develop students' ability to be innovative, adaptive and creative, teachers play a role or hold the key to success, especially in the teaching and learning process in the classroom. Teachers are required to be able to develop learning models that can provide learning experiences for students, so that students can develop their abilities optimally. (Purnama, D. S, 2008). Teachers play a very important role in determining the success of learning. However, the important role of a teacher in question is not a teacher who positions himself as someone who knows everything and positions himself as an object of learning, so that learning is only centered on the teacher while students are passive in the learning process. The teacher's task is not only as an educator but

also to strive for the learning process tobe more interesting and attractive to student, through the selection of various approaches, strategy annd mrthods that are appropriate to the learning situation. Thus students are more active, the learning objective are achieved (Fitriana dan R. Dewi, 2015:368).

In the constructivism education paradigm, the role of knowledge cannot simply be transferred from a teacher's knowledge to students. However, it is the students themselves who must interpret what has been taught by adjusting it to their experiences. So in this case knowledge or understanding is formed by students actively, not just passively received from the teacher.

Based on the author's observations of students at SMK Negeri 3 Langsa, students do not have a high enough interest and motivation to learn in normative and adaptive subjects such as math, English, religion, and others. Students only focus on productive subjects, while lacking in normative and adaptive subjects. Although SMK is a vocational school that focuses on productive subjects, normative and adaptive subjects are still important. This is one of the reasons why students of SMKN 3 Langsa are unable to compete with other students with high school backgrounds when continuing their studies to public universities. This is based on the lack of student motivation in learning, students are less active in asking teachers or friends if there is material that they do not understand and many students do incomplete assignments.

In this regard, it is necessary to design interesting and fun learning to increase student involvement in the learning process so that students want to think and be motivated in the learning process. The learning process is more meaningful and can increase student interest and motivation to learn optimally. One way that teachers can activate students and improve students' critical thinking skills is by implementing productive creative learning strategies.

Some studies that use Creative Productive Learning show that the application of PKP models can increase motivation, creative thinking skills and work together (Wirawan, S., 2013). Furthermore, the results of research by Oya, Rini Ntowe & C. Asri Budiningsih (2014) showed that creative and productive learning models were able to increase motivation and learning outcomes in Indonesian. Teachers no longer look dominant in the classroom and students look active in following the learning process by using creative and productive models.

Based on this description, the author to conduct a study on the Application of Creative and Productive Learning Models in Increasing Student Learning Motivation in Adaptive Subjects.

2. METHODS

This research uses the type of Classroom Action Research. The research is collaborative and participatory with the subject teacher and the researcher doing what the data source does. The steps of action research were carried out to seek to increase student motivation and learning outcomes in class XI SMK Negeri 3 Langsa. The research used the research design of Kemmis and Tagart (1990: 11). This research was conducted in two cycles, Cycle I consisted of two meetings and Cycle II also consisted of two meetings. The procedures used in this study through four stages ranging from planning, action, observation / observation and reflection.

Data collection in this study was an observation instrument and a test. Data analysis in this study is presented qualitatively learning outcomes using productive creative learning models based on observation. Quantitative data from test results at the end of the cycle.

The data obtained from observation is quantitative data, which shows an assessment of the emergence of activities that describe student learning activities and motivation during the learning process. From this data, the score of student learning motivation will be analyzed.

The student activity observation sheet was analyzed using the percentage formula as follows:

$$percentage\ score\ (P) = \frac{Score\ obtained}{Maximum\ score} \times 100\%$$

Source: Sugiyono (2011)

The criteria for assessing student activity are as follows:

Table 1. Student Activity Assessment Criteria

No	Number	Criteria
1	80-100	Excellent
2	66-79	Good
3	50-65	Enough
4	36-49	Less
5	0-5	Fail

Source: Sudjana (2005)

The observation sheet in this study uses a Guttman model attitude scale, which is a scale used for clear / firm and consistent answers (Riduwan, 24: 2011). The observation sheet uses two alternative answers, namely appearing and not appearing or yes and no.

To find data on student learning outcomes at SMK Negeri 3 Langsa, test results were averaged to find individual and classical success in accordance with the set targets. Data analysis regarding the average student learning outcomes, analyzed to determine the learning outcomes of general mathematics students after the application of the creative-productive learning model.

The test results are in the form of student test scores which are continued by calculating the class average value and the percentage of individual completeness for each cycle using the percentage formula. Students are said to be complete when they reach a score of 80 and the class is said to be complete when it reaches 80% (the provisions of the minimum completeness criteria authorized by SMK Negeri 3 Langsa).

To calculate the class average using the formula based on Sudjana's opinion (2010: 109):

$$\bar{X} = \frac{\sum x}{N}$$

$\bar{X}$ = *Average value*

$\sum x$ = *Total Score*

N = *Number of Subjects*

The formula used to see individual student learning completeness according to Mulyasa, E (2007: 27) is :

$$KI = \frac{SS}{SM} \times 100\%$$

KI = Individual Proficiency

SS = Student Score

SM = Maximum Score

The formula used to see classical student learning completeness is:

$$KK = \frac{ST}{N} \times 100\%$$

KK = Classical Completeness

ST = Number of Completed Students

N = Total number of students

3. RESULTS AND DISCUSSION

The initial observation data shows that the score of Student Learning Motivation of class XI Busana I class of SMK Negeri 3 Langsa measured from eight predetermined indicators is 48.57%. This means that Student Learning Motivation has not reached the specified minimum criteria of 80%.

In an effort to increase student motivation and learning outcomes in learning Mathematics in class XI Fashion 1. Teachers and researchers strive by applying the Productive Creative Learning model to Statistics material. The implementation of learning is carried out in two cycles, based on data in cycles I and II, we can summarize the activities, results, and motivation of students to learn as follows.

3.1. Student Activity and Learning Outcomes

The application of the Productive Creative Learning model has a positive impact on increasing learning motivation which is reflected in the increase in student learning activities. The results of the percentage increase in the observation of student learning activities in class showed an overall average result of 4.13 (83%) from the previous score of 3.5 (70%). After the implementation of the productive creative learning model, the class became quieter and more focused when the teacher was explaining and interactive when learning discussions took place. This is related to the statement of Mulyasa, E (2002: 131), that the learning process or competency formation is said to be successful and of high quality if the whole class (at least 75%) of students are actively involved physically, mentally, and socially in the learning process. So in this study, student learning motivation can be said to increase because 75% of students are actively involved in student learning activities in Mathematics subjects. Students have high learning motivation if their behavior shows indicators of learning motivation: diligent, resilient, independent, likes varied activities, and can argue.

The comparison of learning outcomes from before the cycle to the end of the cycle can be seen in the following graph.

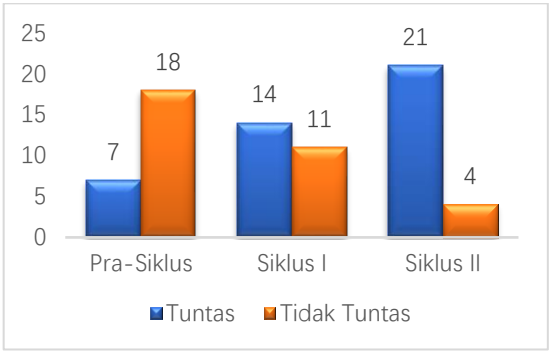

Figure 1. Graph of Improvement in Individual Student Learning Outcomes

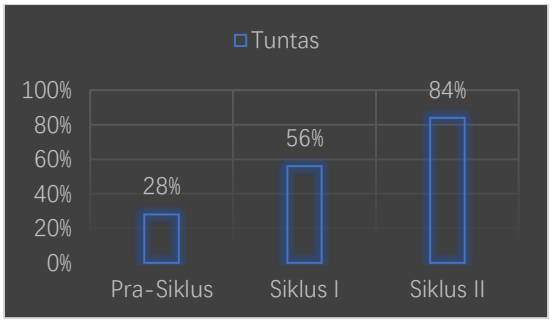

Figure 2. Graph of Percentage of Completion of Classical Student Learning Outcomes

Based on Picture 1 and 2 above, it can be seen that learning outcomes continued to improve after the implementation of the productive creative learning model. In the final stage of the cycle, student test results also experienced a positive increase, namely out of 25 students in total, 21 of them were declared to have completed individually in cycle 2. With a percentage of completeness of 84% classically. This result has also met

the indicator of 80% completeness. Therefore, it can also be concluded that with the increase in student learning outcomes, student learning motivation also increased. In terms of student competence, referring to the National Education Department in the criteria and Indicators of Learning Success in Kusuma, D.A (2014) which states that a learning is said to be complete if more than 75% of students have met the minimum completeness criteria standards determined by the school. In this case the school concerned is SMK Negeri 3 Langsa, and the KKM determined by the school is 80. Then the success in this study can be said to have been achieved seen more than 75% of students have completed at the end of the cycle.

3.2. Student Motivation.

In the implementation of learning with the application of the Productive Creative Learning model both in cycle I and cycle II students showed activities that reflected the motivation to learn. For more details, the following is a graph of Student Motivation before research, cycle I and cycle II:

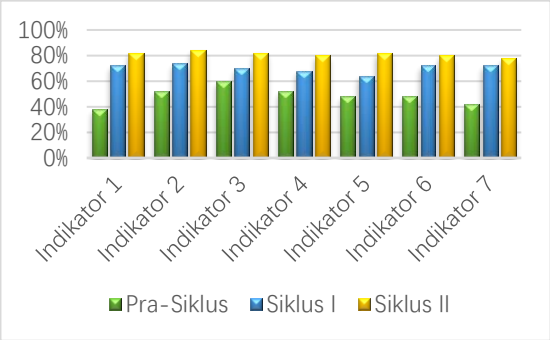

Figure 3. Comparison Chart of Student Learning Motivation Scores at Pre-Cycle, Cycle I and Cycle II

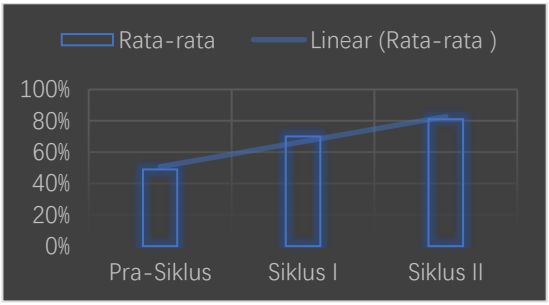

Figure 4. Graph of Increased Student Motivation

Based on the graph above, it can be seen that there was an increase in the Math learning motivation score from before the application of the Productive Creative Learning model to cycle I by 21.71%. An increase also occurred by 10.57% from cycle I to cycle II. Based on this graph, it can be continued to the next stage, namely drawing conclusions both overall student learning motivation and the indicators that surround it.

The percentage results on indicator (1) persevere in facing tasks, it can be concluded that there is an increase in scores from before. Based on the observation results of cycle I of 34% and an increase in cycle II of 8% to get a score of 82%. After the implementation of the productive creative learning model, the majority of students in the class worked on the assignments that had been given until completion and were more thorough than the pre-cycle.

Percentage results on indicators (2) resilient in facing difficulties, it can be concluded that there is an increase in scores from before the application of productive creative learning models based on the results of observations there was also an increase in cycle I by 22% and an increase in cycle II was 10% with a score of 84%. After the implementation of productive creative learning, students experienced a process of change in learning where when students faced difficulties or problems that were not understood, students began to actively ask the teacher or discuss with other students to solve these difficulties.

Percentage results on indicator (3) have an interest in the lesson, it can be concluded that there is an increase in the indicator score where the increase from pre to cycle I is 10% and in cycle II is 12%. After the implementation of the productive creative learning model. Students began to pay serious attention when the teacher explained and did not discuss alone when the teacher was explaining. Likewise with indicator (4) get bored quickly on routine tasks. The increase occurred by 16% when before implementation to cycle I and by 12% in cycle II. Students are enthusiastic when participating in learning and actively discussing in learning.

Percentage results on indicators (5) can defend their opinions, it can be concluded that there was an increase of 16% when before implementation to cycle I and an increase of 18% in cycle II. During learning, students are required to present the tasks that have been done so that the results of group work are commented on by other students from different groups. In this stage students express their opinions to each other which are then confirmed by the teacher. This is also related to the percentage results on indicator (6) not easily letting go of what is believed. After going through 2 cycles, students became more confident in the opinions they expressed with confidence. In this indicator, there was an increase of 24% before the implementation of cycle I and an increase of 8% in cycle II. From the higher student confidence in doing the tasks posed previously, it has an influence on student steadiness in explaining the results of group work.

Percentage results on indicator (7) like to find and solve problems, it can also be concluded that there was an increase of 30% at the time before application or research to cycle I and in cycle II by 6%. Compared to before the implementation of the productive creative learning model, students were more excited and wanted

to immediately work on and solve the problems given by the teacher. MC Clelland in Adi (2015) argues that individuals who have high learning motivation prefer to work or find solutions to problems with their own abilities. Furthermore, Frued in Adi (2015) explains that perseverance in facing tasks means being able to work continuously for a long time, not stopping before completion. Meanwhile, tenacious in facing difficulties means not giving up quickly, which is a characteristic of student learning motivation. From the discussion of the indicators of student learning motivation that have been studied, in general, an increase in the score on each indicator is obtained. This is also relevant when associated with previous research. Kurnianto, D (2013) revealed that there was an increase in student learning motivation after the implementation of productive creative learning strategies. Therefore, it can be concluded that the Application of Productive Creative Learning Models can Increase Student Learning Motivation in Adaptive Subjects at SMK Negeri 3 Langsa for the 2021/2022 Academic Year.

4. CONCLUSION

The application of the productive creative learning model in mathematics (which is an adaptive subject) in class XI Fashion 1 SMK Negeri 3 Langsa for the 2021/2022 academic year can increase student learning motivation as evidenced by an increase in the percentage of student learning motivation scores and student learning activities taken through observation. This is also evidenced by an increase in student learning outcomes that have reached the predetermined student learning completeness value.

The increase in student learning motivation based on the data that has been collected shows the acquisition of student learning motivation scores at the beginning of 48.57%. After the application of the productive creative learning model, the score increased and obtained a score of 70.28% in cycle I or an increase of 21.71%. Furthermore, in cycle I to cycle II there was also an increase of 10.57% or a score of 81.14% was obtained. In addition, with the increase in student learning motivation in the learning process, student activity and learning outcomes also increased which can be seen based on the observation sheet of student activity in cycle II which is categorized as very good in learning. It can be concluded that the application of productive creative learning models can increase student learning motivation.

5. SUGGESTION

It is hoped that teachers can try to apply the Productive Creative Learning Model to other basic competencies which are expected to trigger an increase in students' tenacity in facing difficulties in learning and in the end students do not easily despair in facing these difficulties.

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