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USE OF CREATIVE AND PRODUCTIVE LEARNING MODELS TO INCREASE MOTIVATION AND INDONESIAN LEARNING RESULTS AT SD NEGERI 200201 PADANGSIDIMPUAN

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Abstrak

Berdasarkan temuan penelitian, ada konsekuensi yang dapat di hasilkan, bahwa (a) Model pembelajaran kreatif dan produktif telah terbukti meningkatkan motivasi dan hasil belajar siswa dalam bahasa Indonesia, oleh karena itu model ini terus digunakan dalam kegiatan pembelajaran di sekolah untuk meningkatkan kualitas pembelajaran bahasa ini. (b) Bagi guru, model pembelajaran kreatif dan produktif dalam mata pelajaran bahasa Indonesia dapat digunakan sebagai alternatif metode pembelajaran dalam upaya meningkatkan hasil belajar siswa. Oleh karena itu, diharapkan bahwa sekolah proaktif membantu guru dan siswa memenuhi kebutuhan mereka dalam upaya meningkatkan kualitas layanan pendidikan. Selain itu, diharapkan bagi peneliti bahwa penelitian ini akan memberikan pengetahuan tambahan dan sekaligus memberikan ide-ide baru tentang proses pengembangan dan inovasi pembelajaran di jenjang pendidikan dasar. Hasil lembar observasi menunjukkan bahwa motivasi dan hasil belajar siswa di bahasa Indonesia pada akhir Siklus II telah mencapai kategori sangat baik, yaitu hasil observasi motivasi dan hasil belajar siswa 100%. Hasil belajar siswa dapat ditingkatkan dengan model pembelajaran kreatif dan produktif. Ini terbukti pada hasil belajar siswa pada Siklus I, di mana 27 siswa, atau 87,09%, memenuhi KKM, dan 4 siswa, atau 12,91%, belum memenuhi KKM. Pada Siklus II, hasil belajar siswa lebih baik, dengan 31 siswa, atau 100%, memenuhi KKM.

Kata Kunci motiasi belajar, bahasa Indonesia, kreatif dan produktif

Abstract

Based on research findings, there are consequences that can be produced, namely (a) Creative and productive learning models have been proven to increase student motivation and learning outcomes in Indonesian, therefore this model continues to be used in learning activities in schools to improve the quality of learning this language . (b) For teachers, creative and productive learning models in Indonesian language subjects can be used as alternative learning methods in an effort to improve student learning outcomes. Therefore, it is hoped that schools will be proactive in helping teachers and students meet their needs in an effort to improve the quality of educational services. Apart from that, it is hoped by researchers that this research will provide additional knowledge and at the same time

provide new ideas about the process of learning development and innovation at the basic education level. The results of the observation sheet show that student motivation and learning outcomes in Indonesian at the end of Cycle II have reached the very good category, namely the results of observing motivation and student learning outcomes are 100%. Student learning outcomes can be improved with creative and productive learning models. This is proven by the student learning results in Cycle I, where 27 students, or 87.09%, met the KKM, and 4 students, or 12.91%, did not meet the KKM. In Cycle II, student learning outcomes were better, with 31 students, or 100%, meeting the KKM.
Keywords: motivation to learn, Indonesian, creative and productive

INTRODUCTION

Learning Indonesian is actually learning language skills. Language skills consist of the ability to listen (listening skills), speak (speaking skills), read (reading skills), and write (writing skills), where these four skills are interconnected (Tarigan, 2008, p.2). Listening activities help students learn to relate what they know to the various things they listen to. Apart from that, students are trained to be able to communicate with other people through speaking activities. Reading activities help students remember, understand reading content, research terms, find new information, and make conclusions. Apart from that, writing activities help them talk, tell stories and express their opinions. Considering the function of language, Indonesian language subjects are very important for students' development both in the academic and social fields. Language, according to Vygotsky (Schleppegrell, 2004, p.22), is the most important tool in human mental development. Language develops along with thinking in social interaction. Vygotsky also said that there are two principles that influence statements of thought and language. First, all mental functions originate from the external or social world. Students must use language and communicate with others before they can concentrate on their own mental processes. Second, it takes a long time for students to communicate externally and use language before the transition from external to internal speaking skills occurs.

Language is very important for a person's mental development, so it is important for Indonesian language subjects. It is also very important to pay attention to the quality of learning because good language skills can help students think critically, think critically, and broaden their horizons, so that they become high-quality human resources. Teachers play an important role in determining educational success. However, the important role of the teacher in question is not a teacher who considers himself perfect and an object of learning, so that learning only centers on the teacher and students are passive. The role of knowledge cannot simply be transferred from teachers to students in the constructivism paradigm. However, students themselves can interpret the lessons by adapting them to their own experiences. So, instead of being passively received by the teacher, knowledge or understanding is actively formed by the student.

Learning Indonesian in elementary schools using a constructivist education paradigm is very relevant. According to Piaget, elementary school age is a concrete operational stage in students' cognitive development. Therefore, teachers must present concrete material during lessons. Likewise with learning the Batak language, because language learning is basically skill learning, learning must be packaged through action,

experience, experimentation, repetition and practice. Students can experience and explore their knowledge directly by taking concrete actions, according to Sabarti (1992, pp. 10-11). As a result, learning can be more memorable for students and learning outcomes will be better. However, to date, the results of evaluations of Indonesian language learning in schools have not achieved the expected results. In the current situation in elementary schools, learning Indonesian language and literature in most schools has not achieved the expected results. As a result of teachers' tendency to use theoretical and rote learning models, learning activities become stiff, monotonous and boring. Indonesian is still not a subject that students like. As a result, madrasa students do not gain knowledge, language skills and positive attitudes towards Indonesian language and literature.

Seeing this reality, researchers together with teachers are trying to find and develop the most effective learning model. The use of innovative and productive learning models is one model that can increase student motivation and learning outcomes, especially in Indonesian language subjects. Initially, a creative and proactive model was designed to teach literary appreciation. However, this model can be applied to other fields of study to improve learning in primary and secondary schools as well as in tertiary institutions. This learning model combines various learning approaches, and is expected to increase students' learning motivation and their learning outcomes in Indonesian.

This productive creative learning is based on several features that differentiate it from other learning models. According to the PKP Team (2011, pp. 60–61), one of the important characteristics of a productive creative learning approach is as follows: (1) Students are involved intellectually and emotionally in learning. Students are given the opportunity to explore concepts in the field of science being studied and interpret the results of that exploration, which aids this engagement. Students are given the freedom to seek information from various sources that may be related to the subject they are studying. Students will be better able to construct their knowledge through interaction with their own language and experiences as a result of this exploration. (2) Interpretation, such as observation, discussion, or experiment, encourages students to discover or construct their own ideas being studied.

In this way, educators do not give ideas to students; instead, students create their own ideas based on their experiences and interactions with the environment during exploration and interpretation. In other words, students are encouraged to interpret their experiences so that they better understand the phenomenon being studied. Additionally, students are encouraged to put forward multiple perspectives on the same issue or idea and defend their opinions using relevant arguments. This is an example of how the concept of constructivity is applied in learning; (3) Students are given the opportunity to participate in completing assignments together. Exploration, interpretation, and recreation activities provide these opportunities. Students also have the opportunity to help their friends complete assignments. To be creative, one must work hard, be dedicated, enthusiastic, and confident; (4) Basically, togetherness, whether in exploration, interpretation, or recreation and display of results, is a place of interaction that enriches experience. In learning, creativity can be reduced by creating a classroom atmosphere that allows teachers and students to feel free to recite and study the material set out in the curriculum. After creating questions that make students think hard, the teacher asks students for their opinions about big concepts from

various points of view. According to Black (2003), teachers also encourage students to show or show their understanding of the subjects being taught. Creative and productive learning models are considered to encourage students to take part in various activities, making them feel challenged to complete tasks creatively. Thus, this model is expected to improve student learning outcomes. This learning model can be used to teach Indonesian for specific topics.

Morris (2006, p. 4) explains that creative learning can be divided into two categories. Creative learning can be defined in two ways: learning in a creative way and learning for creativity. Teaching creatively means teachers use creative methods to make learning more interesting, engaging, exciting, and effective. Teaching for creativity is best described as using teaching styles that are intended to encourage students to develop their own creative thought and behavior. Teaching creatively and teaching to be creative are two categories of creative learning. By using a creative approach, teachers can make lessons more interesting, involving, inspiring and effective.

According to Mahmudin (2007, p. 2), teachers must train students to find problems so that they become creative and productive students. Students can use creative, conceptual, or inductive considerations during the problem discovery process. They can also investigate facts and find clear patterns or relationships between different situations. Students must also be trained to find creative solutions and produce them as productive work. Therefore, learning makes students become producers. Students must think critically, work together, be disciplined, and be responsible when using this learning model. This learning model makes teachers creative, professional and fun. Creative learning is intended to enable teachers to provide a variety of learning activities to meet students' various levels of abilities and learning styles (Muhibbin, 2009, p. 32). While Beetlestone (2012, p.177) states that creative learning helps students discover and develop their creativity by doing, making, writing and composing something, the student's task is to produce something creative. The Productive Creative Learning Model (MPKP) encourages students to think fluently and flexibly, see problems from various points of view, and produce lots of excellent ideas.

The Productive Creative Learning Model (MPKP) encourages students to think fluently and flexibly, see problems from various points of view, and produce lots of very interesting ideas during learning along with efforts to create something meaningful. The objectives of this research are as follows: (1) find out how to apply creative and productive learning models to increase student motivation and learning outcomes in Indonesian language subjects; and (2) knowing how the application of creative and productive learning models results in improved student learning outcomes in Indonesian language subjects.

METHOD

The research method used is classroom action research. From the results of initial observations, this research action followed the following procedures: (1) planning, (2) implementing actions, (3) observing, and (4) reflecting. Cycle I is carried out in four learning sessions with the following stages: (1) Planning (*planing*): create learning scenarios contained in the Learning Improvement Plan (RPP) for folklore and drama material, prepare student worksheets (LKS) to help students. This research was continued in Cycle II. This was done because there were deficiencies that occurred in Cycle I and it

was considered not perfect. The steps taken in Cycle II are basically the same as the steps in Cycle I, only in Cycle II improvements are made to deficiencies in Cycle I. In Cycle II, the results of observation, evaluation and reflection show improvements In the implementation of learning, which is reflected in the results of students' learning completion, maximum results have been achieved, so this research was stopped in Cycle II and was not continued in the next cycle. The data collection instruments used in this research are test instruments and non-test instruments which include teacher teaching activity observation sheets and student learning motivation observation sheets. The observation sheet instrument is used as a guide for carrying out observations or observations in order to obtain the desired data. The observation sheets contain a description column to provide information about events observed during learning using creative and productive learning models. The tests used to measure students' Indonesian language learning outcomes are questions *essay* and tests are carried out at the end of the action which aims to determine whether or not there has been an increase in learning outcomes.

To determine next steps, the data presented is evaluated and interpretations are made. Evaluation and interpretation results include (a) differences between action plans, (b) how teachers, researchers, and observers see the results of observations and final tests, (c) determining appropriate actions, and (d) problems and problem solving that occurred during the research . The final findings indicate how to interpret and assess the research data. The learning results regarding the application of the creative-productive learning model show the conclusions of this research. The following are the results of this research data analysis. (1) qualitative data originating from observations made about teachers' teaching activities and students' desire to learn. Thus, it is linked to quantitative data, which helps explain how productive creative learning models work. (2) The last cycle test results provide quantitative data. Qualitative descriptives and percentages are used to process data. Each cycle, students' test scores are combined with the class average score and individual completion percentage. The focus of this research is to find out what teachers do and what students like when using the creative-productive learning model. Statements in the teacher's teaching activity observation guidelines have two answer choices: "Yes" or "No", and statements in the student learning activity observation guidelines have four choices: zero, one, two, and three.

The criteria for the success of this research can be seen from three perspectives, namely as follows: (1) In terms of the learning process, research is considered successful if the teacher shows an increase in teaching performance during the learning process. Quantitatively, at least ninety percent of teachers' teaching activities are in accordance with the steps of the productive creative learning model; (2) in terms of learning motivation, it is categorized as successful if students are more motivated to learn; and (3) in terms of learning outcomes, it is categorized as successful if at least ninety percent of the total number of students are motivated to learn.

RESEARCH RESULTS AND DISCUSSION

At the end of each learning cycle, classroom action research conducts tests to measure how well students understand the material taught. Data collected from research that uses creative and proactive learning models includes data about teacher activities during the

learning process, data about student motivation to learn during the learning process, and data about student learning outcomes. Teacher Teaching Activities in Learning In general, Cycle I had a success percentage of 90.20%, which met the predetermined success criteria. The percentage of success in teachers' teaching activities became 95.19% (very good criteria) after research in Cycle II, which corrected the shortcomings of Cycle I. This has shown that educators teach very well and in accordance with productive creative learning strategies. According to the success criteria, a person is categorized as successful if at least 86% of the action implementation process is in accordance with the RPP.

The success of Cycle I was 90.20%, and Cycle II was 95.19%, showing an increase in Cycle II of 4.39% from Cycle I. Based on the success criteria, the research was stopped in Cycle II because the success criteria had been achieved. This is the result of the teacher's efforts to correct deficiencies in Cycle I actions. Especially for Cycle II, the teacher's ability to teach creatively and productively increases with each meeting. Teachers who are active and creative are very good at managing the class to increase student learning motivation. So it can be concluded that students are also very creative and very well motivated when learning takes place.

Increased student learning outcomes with an average score of 5.71 from Cycle I. In the first cycle students had a minimum score of 70 and a maximum score of 90 with an average score of 69.63, while in Cycle II they had a minimum score of 73 and The maximum score is 98 with an average score of 85.03. Based on the results of the learning completeness analysis shown in the table above, it is known that in Cycle I, 27 students, or 87.09%, met the KKM, and 4 students, or 12.91%, did not meet the KKM. In Cycle II, students who had low scores (not yet meeting the KKM) showed an increase in learning outcomes, and the total number of students who met the KKM was 31 students, or 100%. This has met the success criteria. The research was categorized as very successful, because the lowest score had reached the minimum score for each student.

The knot

Based on the results of the analysis and discussion, the following are the conclusions of this research. (1) To increase student motivation and learning outcomes, Indonesian language learning has been implemented using creative and productive learning models. The stages consist of orientation, exploration, interpretation, recreation and evaluation. Teachers are no longer dominant in class, and students appear to actively participate in the learning process using creative and productive models. The results of the observation sheet show that student motivation and learning outcomes in Indonesian at the end of Cycle II have reached the very good category, namely the results of observing motivation and student learning outcomes are 100%. The success of Cycle I was 90.20%, and Cycle II was 95.19%, showing an increase in Cycle II of 4.39% from Cycle I. Based on the success criteria, the research was stopped in Cycle II because the success criteria had been achieved. This is the result of the teacher's efforts to correct deficiencies in Cycle I actions. Especially for Cycle II, the teacher's ability to teach creatively and productively increases with each meeting. Teachers who are active and creative are very good at managing the class to increase student learning motivation. So it can be concluded that students are also very creative and very well motivated when learning takes place. Increased student learning outcomes with an average score of 5.71 from Cycle I. In the

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