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Implementation of the creative response project model to improve student learning outcomes

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Abstract

Education which is very closely related to learning activities, where the learning process involves various supporting elements ranging from students to teachers. Learning in which the process of interaction and the process in which a teacher will be the party who imparts knowledge while students are the parties who receive knowledge. Learning activities must make students feel comfortable with it so that the knowledge conveyed will be well received . One of the things that can be done is to apply an innovative learning model, as is the case with the creative response project learning model . Where this learning model has its own charm for students, because students will be more likely to capture what they see and hear, rather than just what they see or hear. In that case students will be more active in learning because in this creative response project model the students are more active, in using this creative response project learning model you can also see the increased learning outcomes of students, and the responses of students who are so very enthusiastic. The goal to be achieved from the implementation of this research is to describe student responses, student activities, and student learning outcomes by applying the creative response project learning model. This type of research is a quantitative descriptive research. The sample taken in this study was class IX at SMP Negeri 1 Diwek, Jombang Regency. With a population of class IX F with a total of 28 students. The data collection techniques used were questionnaires, observation sheets, and question sheets which included pretest and posttest . Based on the results of the analysis which shows that: 1) The students' response to the lesson is classified as positive with a percentage of more than 50% in a classical manner. 2) student activity is classified as very active with a classical percentage of 86.18%. 3) the learning outcomes of students achieve 100% completeness classically with an average grade of 92.67.

Keywords : application of learning models, creative response projects, inspirational story texts .

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INTRODUCTION

Education is very closely related very with learning , where the learning process This involve various element start from students to teachers. Learning Alone i.e. which process there is someone who studies or accept knowledge with someone who gives science , too No forgot too _ environment learn . According to Praise (2019) Learning is an interaction process between the teacher and the participants educate through activity Study teaching done by the teacher to participant educate . In other words learning that is something activity between students and engaging teacher _ environment learning , deep media studied , the model used in learn , deep strategy study , as well as the resources needed in learn .

In terms of the teaching and learning process, there will definitely be many challenges and problems, according to Wibowo (2016) the problem of the learning process teach in general happened in class . Class in matter This No bound by understanding room class but class is bunch participant moderate student _ learn . Acquisition performance learning is determined by good nope activity learning during educational programs held real class _ No Once free from problem . In this case the role of an educator is indispensable in the teaching and learning process, educators or a teacher will definitely be required to make learning activities that are innovative, creative, and which make students feel happy in learning, and of course this cannot be separated from the knowledge that students will gain. later.

An educator will look for a way so that teaching and learning activities can run smoothly, one of which is the use of innovative learning models. The learning model according to Helmiati (2012: 19) is a form of learning designed by the teacher from the beginning to the end of the lesson which has its own characteristics from each teacher or educator. According to Wena (2009: 145) the project-based learning model is a learning model which emphasizes activities that can make students think critically and innovate, where this project-based learning model has great potential to give students experience because this model will be able to make students directly practice not only theorizing. According to Hariyanto (2022) that the application of the right learning model can help student in activity learning so that reach results maximum learning . _ one _ innovation that can used by teachers to achieve objective learning is with choose a learning model , with selection of appropriate learning models so that learning achieved optimally so _ can increase results Study student .

In terms of innovative learning models, of course there are many models that an educator can choose to apply which will later be adapted to the material to be taught. One example of a learning model that can be used is the creative response project model where this model is very suitable to be used to make students more innovative and courageous in conveying what they get. According to Nurrohman (2018) project model response creative is a demanding learning model For participant educate to be able respond in a manner fast and also respond in a manner creative to something stimulation . According to Rahayu (2020) text story inspirational is form more narrative _ aim For give inspiration kind to Lots person. Story text inspirational This expected participant educate can write story inspirational that can be influencing and giving motivation to participant educate For imitate things good one owned _ _ character .

According to Syafrita (2023) in his journal that relevant research aims to support and make the basis for what researchers will do in designing their research. According to Widodo (2021) in his research journal own similarity that is using the project model response creative , the thing that makes the difference with study This that is object under

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study participant educate class IX at SMP Negeri 1 Diwek Regency Jombang East Java while Widodo viz researching participant educate class VI SD PAB Private 15 Klambir Lima, and also a researcher use material text s story inspirational while Widodo ie writing material drama text . Contribution study the that is proof that it turns out exists the influence of the project model response creative to writing Participant's drama script educate sixth grade elementary school. So that can used picture by educators For using learning models the in teach material write drama script .

In the research journal by Lestari (2019) also revealed that there are similarities in the learning model used by researchers, namely using the project model. But the difference between Lestari's research and the researchers is that Lestari chose Ar-Rahman Misriadi Elementary School in Stabat Lama Langkat Village. Meanwhile, the researcher chose a school, namely SMP Negeri 1 Diwek Jombang. In this study, Lestari contributed, namely that applying the project model could increase learning activities and outcomes at Ar-Rahman Elementary School.

From several study relevant past _ so researcher will prove the influence of learning models project response creative to eye lesson text story inspiration in class IX _ There is influence For participant learn and also get increase results Study participant educate in eye lesson text story inspirational . As well as before too Not yet There is study about This is at SMP Negeri 1 Diwek Regency Jombang .

From the results of pre -research carried out by researchers through observations of class IX students at SMP Negeri 1 Diwek Jombang Regency during teaching and learning activities carried out in class with Indonesian subjects on inspirational story text material, that students were less active and enthusiastic in the material and achievement the learning outcomes of students are also less than optimal.

The teaching and learning process is still focused on the teacher and students are less focused, this is what can become a gap in the classroom. Therefore the selection of a learning model is important for an educator or teacher where it is hoped that from the application of the creative response project model, the final results or learning outcomes of students can be optimal, or the final grades of students can be satisfactory.

METHOD

According to Mardalis (2003: 24) the research method is an effort in the field of science that is carried out as a technical method in the research process to obtain facts and principles patiently, carefully, and systematically in order to improve the quality of research . patient, careful, and methodical in order to discover the truth. This research is a research conducted in class IX SMP Negeri 1 Diwek using quantitative methods also using *pretest and posttest control grub design* and the type of this research is descriptive quantitative. Where the quantitative approach is research with a description of variables through numbers and statistics obtained from student research results. This research was conducted in the form of learning in the classroom. Which in this study the researchers took the population of class IX students at SMP Negeri 1 Diwek, Jombang Regency . And took samples from class IX F with a total of 28 students. The technique used for data collection and data analysis in this study is by using questionnaire data, observation sheets, and *pretest and posttest sheets* .

In this research requires several stages or flow of research, namely as follows:
1. Observation of the research site, where this is very mandatory for research to find out what the situation and conditions are like in the field before researchers go into the field.

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2. Data collection and research, after observing, of course, researchers must design and prepare everything for research after seeing the conditions in the field. In this case, the researcher has also started to collect the data needed to follow up the research.
3. Writing research results and drawing conclusions, after conducting research, the next thing to do by researchers is to write down the results of their research and draw conclusions from the research that has been done so that everyone can read and know it

DISCUSSION

There are three things covered in this discussion, namely, students' responses when using the creative response project model, student activities when using the creative response project model, and student learning outcomes using the creative response project model.

1. Student response

The responses of these students can be known after applying the learning model of the creative response project model. To find out this, the researcher gave a questionnaire to students with 10 questions, including 5 positive statements and 5 negative statements. Students are asked to fill out the questionnaire by asking questions ($\sqrt{}$) on the statements provided by marking ($\sqrt{}$) in the yes or no column. The questionnaire data will be calculated using the following formula:

$$P = \frac{\Sigma Xi}{N} \times 100$$

Information:

P : Percentage of Student Responses

Xi : Answer "Yes" or "No"

N : Number of Students

Table 1. *Student Response Questionnaire Data*

No.	Statement Category	Percentage		Information
		Yes	No	
1.	Positive	82%	18%	Positive
2.	Negative	18%	82%	Positive
3.	Positive	86%	14%	Positive
4.	Negative	21%	79%	Positive
5.	Positive	86%	14%	Positive
6.	Negative	25%	75%	Positive
7.	Positive	89%	11%	Positive
8.	Negative	32%	68%	Positive
9.	Positive	75%	25%	Positive
10.	Negative	21%	79%	Positive

From the data above it can be seen that the responses of students using the creative response project learning model are positive, which means that learning Indonesian with inspirational story text material using the creative response project learning model is successful and there is an influence on student responses. Students prefer to use the learning model of the creative response project model for inspirational story text material,

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compared to the lecture method from the class teacher who has previously made observations.
2. Student activity

The activities of these students can be seen the differences experienced by students by using the observation sheet before using the creative response project model and after using the creative response project model. This observation sheet has 7 criteria in determining student activity, this observation sheet is assessed by the teacher and it is the teacher who does it and assesses how active students are in terms of teaching and learning from before and after using the creative response project model. Student activity data is calculated using the following formula:

With the following categories:

$$P = \frac{\Sigma Xi}{N} \times 100$$

Information:

P : Percentage of Student Responses

Xi : Answer "Yes" or "No"

N : Number of Students

No.	Percentage	Category
1.	81% - 100%	Very active
2.	61% - 80%	Active
3.	41% - 60%	Moderately Active
4.	21% - 40%	Less Active
5.	1% - 20%	Passive

Table 2. *Student Activity Data Before Implementing the Creative Response Project Model*

No.	Percentage	Information
1.	32%	Less Active
2.	71%	Active
3.	48%	Moderately Active
4.	35%	Less Active
5.	27%	Less Active
6.	54%	Moderately Active
7.	78%	Active

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From the data above it can be seen that the activity of students before using the creative response project learning model, the data is in the range from less to quite active.

Table 3. *Student Activity Data After Implementing the Creative Response Project Model*

No.	Percentage	Information
1.	89%	Very active
2.	100%	Very active
3.	89%	Very active
4.	71%	Active
5.	71%	Active
6.	100%	Very active
7.	82%	Very active

From the data above it can be seen that there is an influence and an increase in the nature of students when using the creative response project learning model. The data explains that by using the creative response project model, students change their nature from being active to very active. This has proven that there is an influence on the activities of students using the creative response project model.

3. Student learning outcomes

The learning outcomes of these students are very important where the learning activities are successful or not seen from this final result. The learning outcomes of these students were examined using *pretest and posttest assignment sheets* where is the *pretestt* sheet will be given before the researcher uses the creative response project learning model in Indonesian language learning inspirational story text material, from that it can be seen how well students understand the material that has been delivered.

Table 4 . *Students' pretest scores*

No.	Name	Mark	Information
1.	AMF	75	complete
2.	ALPA	80	complete
3.	AP	80	complete
4.	AIA	75	complete
5.	BA	75	complete
6.	DFF	75	complete
7.	DBP	70	Not Completed
8.	DASAP	75	complete
9.	DS	70	Not Completed
10.	FRW	80	complete
11.	FKS	75	complete
12.	HMS	75	complete
13.	KNH	75	complete
14.	MR	70	Not Completed
15.	MRA	80	complete
16.	MFF	75	complete
17.	MMR	70	Not Completed

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No.	Name	Mark	Information
18.	MDI	70	Not Completed
19.	MK	75	complete
20.	MRA	75	complete
21.	NPM	75	complete
22.	NMB	80	complete
23.	NFS	80	complete
24.	RNAS	75	complete
25.	RRAS	75	complete
26.	RDAS	80	complete
27.	UF	75	complete
28.	Z	75	complete

From the data above it can be seen that the *pretest value* of students there are still incomplete. Students are said to be complete if they have achieved a minimum score of 75. From table 4 it can be seen that students who do not complete are as many as 5, while others get an average score of 75 right in KKM, while those who get more than KKM are as many as 7. Meanwhile *posttest* namely the question sheet given to students when they have used the learning model of the creative response project model.

Table 5. *Student posttest scores*

No.	Name	Mark	Information
1.	AMF	90	complete
2.	ALPA	95	complete
3.	AP	95	complete
4.	AIA	95	complete
5.	BA	90	complete
6.	DFF	90	complete
7.	DBP	90	complete
8.	DASAP	90	complete
9.	DS	95	complete
10.	FRW	90	complete
11.	FKS	95	complete
12.	HMS	95	complete
13.	KNH	90	complete
14.	MR	95	complete
15.	MRA	95	complete
16.	MFF	95	complete
17.	MMR	90	complete
18.	MDI	95	complete
19.	MK	95	complete
20.	MRA	95	complete
21.	NPM	90	complete
22.	NMB	90	complete
23.	NFS	95	complete
24.	RNAS	95	complete
25.	RRAS	90	complete
26.	RDAS	90	complete

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27.	UF	95	complete
28.	Z	90	complete

From the data in table 5 above, it can be seen that the *posttest scores* of the students, from these data it can be seen that the learning outcomes or final grades of the students completed all of the 28 students. In this case, it can be seen the difference between *the pretest and posttest* of students. There are differences in student learning outcomes from before using the creative response project learning model and after using the creative response project model. This means that there is an influence on student learning outcomes with the creative response project model.

CONCLUSION

Based on the results of the research and discussion that have been explained and described, learning inspirational story texts using the creative response project learning model has several important things, including:

1. Students' responses to Indonesian language lessons on inspirational story text material in class IX at SMP Negeri 1 Diwek Jombang Regency using the creative response project learning model, namely achieving above 50% are positive.
2. The learning activities of students are classified as active to very active in Indonesian language lessons on inspirational story text material using the creative response project learning model.
3. The learning outcomes of all students complete in the Indonesian language subject matter of inspirational story texts using the creative response project learning model with an average student score of 90-95.

Based on the data that has been submitted, the creative response project learning model has an influence on student learning outcomes. Therefore, in terms of teaching and learning, you must choose the right model and method for what type of material will be given to students because comfortable and innovative teaching and learning activities will make students interested and enthusiastic in learning.

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