EFFORTS TO INCREASE LEARNING OUTCOMES CREATIVE PRODUCTS AND ENTREPRENEURSHIP THROUGH THE PROBLEM BASED LEARNING MODEL

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ABSTRACT
This research is motivated by the value of student learning outcomes in learning Creative Products and Entrepreneurship. The teacher's lack of ability in designing and implementing methods, becomes an obstacle in the success of children in the learning process of mathematics. This research was conducted to improve student learning outcomes learning Creative Products and Entrepreneurship. The purpose of this study was to determine the increase in student learning outcomes towards learning Creative Products and Entrepreneurship.

The research method used is classroom action research (Classroom Action Research), the research process is carried out in two cycles which previously carried out the cycle stage action, each cycle includes 4 stages, namely: 1) planning stage, 2) implementation stage, 3) observation stage, 4) reflection stage.

The results obtained from the implementation of the research show an increase, this can be seen from the results of student answers on the results of the evaluation of student learning and an increase in student activity in terms of asking questions in class and their way of thinking is more active and critical. Likewise, the learning outcomes of each action showed an increase, namely the average test score in the first act was 72, while in the second cycle the average value was 84. Thus it can be concluded that the use of problem solving methods in learning Creative Products and Entrepreneurship is based on the results of the study turned out to be able to improve learning outcomes of Creative Products and Entrepreneurship and teachers should try to apply this method so that students are active and motivated in learning Creative Products and Entrepreneurship.

Keywords:
Creative Products and Entrepreneurship
PTK Journal
Research journal

1. PRELIMINARY
A. Background of the problem
In the 2013 curriculum Creative Products and Entrepreneurship is one of the compulsory subjects taught to vocational students, has a strategic meaning in shaping the character, personality of the golden generation and dignified national civilization and
the formation of Indonesian people who have a sense of nationality and love for the homeland (Buku Guru, Ministry of Education and Culture)., 2014 : 1). Therefore, teachers are required to develop active, innovative and creative learning so that it can be fun and meaningful for students and is the beginning of learning success which will ultimately improve the achievement of learning outcomes.

Based on preliminary data in the form of a pretest conducted in class XII RPL 2 SMK PGRI 2 TAMAN, it shows that student learning outcomes are still low in the subjects of Creative Products and Entrepreneurship. In the subjects of Creative Products and Entrepreneurship there are still students who have not reached the KKM, namely 70.

Based on these data, it can be concluded that there are some students who still have low scores or have not met the KKM, so efforts and actions are needed to help students understand the material in order to improve student learning outcomes. The researcher uses a classroom action research (CAR). Researchers realize that the achievement of goals in the teaching and learning process is not seen from the fulfillment of the target material that must be given, but on how much children feel interested in knowing and understanding the material. Creative Products and Entrepreneurship learning materials are not only composed of simple things that are memorized and understanding, but also composed of complex materials that contain lines of program code that require analysis, application and synthesis.

B. Problem Identification

Based on the description of the background above, the following problems can be identified:
- The low average student learning outcomes are caused by a lack of student interest in learning about Creative Products and Entrepreneurship learning materials so that a learning model that is more involved in students is needed to be active in learning, one of which is by applying the Problem Based Learning learning model which will be collaborated with a quiz game with online application.

C. Research purposes

The purpose of this study was to determine the increase in learning outcomes of Creative Products and Entrepreneurship through the Problem Based Learning learning model using LKPD with the Online Liveworksheet application for CLASS XII RPL 2 SMK PGRI 2 TAMAN students for the 2020/2021 academic year.

D. Formulation of the problem

Based on the background described above, the formulation of the problem in this research is "How to improve learning outcomes of Creative Products and Entrepreneurship through problem based learning learning models using LKPD with Online Liveworksheet applications for CLASS XII RPL 2 SMK PGRI 2 TAMAN students in the 2020 academic year /2021?"

E. Benefits of research

The benefits of the research results are:
1. Empirical Benefits
a. Helping students in learning to be more fun and interesting
b. Stimulate students to carry out activities in the teaching and learning process
c. Make it easier for students to master the material provided by the teacher
d. Providing one of the creative, effective and interesting teaching approaches in learning Creative Products and Entrepreneurship
e. Help improve teacher professionalism

2. Theoretical Benefits
   As one of the study materials in adding to the repertoire of knowledge in the field of education, especially regarding Project Based Learning learning models. In addition, it also contributes information for other researchers who will examine the same problem in order to improve this research.

2. DISCUSSION
   A. Theoretical basis
      Understanding Learning Outcomes
      Learning outcomes from the above understanding is a change in the behavior and abilities of learners after going through the teaching and learning process. A person experiences a change in behavior in accordance with what has become the goal of learning itself.

      Learning outcomes can be known through evaluation to measure and assess whether students have mastered the knowledge learned in accordance with the goals that have been set. Viewed from the teacher's point of view, the learning process ends with a process of evaluating learning outcomes and from the student's point of view learning outcomes are the culmination of the learning process which is usually measured through tests and non-tests given by the teacher. Learning outcomes have an important role in the teaching and learning process. Assessment of learning outcomes can provide information on the extent to which a student's success in learning. From this information the teacher can analyze the learning activities that have been carried out both for the whole class and for individuals.

      Learning outcomes can be measured through tests which are often known as learning outcomes tests. Purwanto (2009: 56-57) states that the test is a measuring tool for data collection that encourages participants to give maximum performance. As a test, learning outcomes test is one of the measuring tools that measure maximum performance. In the measurement, test-taking students are encouraged to put out all their abilities to solve the questions given in the learning outcomes test. The learning outcomes test measures students' mastery of the material taught by the teacher and learned by the students. Mastery of learning outcomes reflects changes in behavior achieved by students after participating in the teaching and learning process. Learning outcomes tests measure changes in behavior as a result of student learning efforts and teacher teaching.

      Learning outcomes tests are divided into formative tests, summative tests, diagnostic tests and placement tests (Purwanto, 2009: 67). Student learning outcomes can be known after an evaluation/test is held. The results of the evaluation can show the high or low learning outcomes.
The factors that influence learning outcomes according to Slamet (2003: 54-72) are:

a. Inner Factor
   Internal factors are factors that influence the success of learning from within the students themselves. These factors include physical factors, psychological factors and fatigue factors.

b. External Factor
   External factors are factors that come from outside the student's self that affect student learning outcomes. These factors include family factors, school factors and community factors.

Indicators that can be used as a basis for research on students in achieving the expected learning and performance. Indicators of learning outcomes are descriptions of abilities that must be mastered by students in communicating specifically and can be used as a measure to assess the achievement of learning outcomes.

Learning outcomes can be seen from the evaluation results given by the teacher to students after participating in the teaching and learning process. Evaluation as a component of the curriculum serves to get an idea of whether the learning activities that have been designed and implemented achieve the goals that have been set. In addition, by giving this evaluation data will be obtained regarding the advantages and disadvantages that exist in other components and the process of interaction between components.

Understanding Learning

According to the general Indonesian dictionary, learning is defined as trying (practicing, etc.) in order to gain an intelligence (Purwadarminta: 109).

According to Gagne in Riyanto (2009: 5) suggests that, "Learning is an event that occurs under certain conditions that can be observed, changed and controlled".

According to Winkel in Riyanto (2009: 5) learning is a psychological activity that takes place in interaction with the environment, which results in changes in knowledge, understanding, skills and attitude values. These changes are relatively constant and scar. Learning in this study is defined as all efforts made by students in order to be able to master what has been read accepted about the development of society in the past and its occurrences, with a view to critically assessing and being used as a guide for assessing and determining the current situation and the direction of future progress so that events can occur, good things to be re-experienced in the present and in the future while bad events are left behind and used as lessons.

Definition of Problem-Based Learning

Mayo, Donnelly, Nash & Schwartz, 1993 in WhatisPBL.html define Problem Based Learning as a strategy for solving significant problems, which is based on real situations and provides resources, shows or guides and provides instructions to learners to develop knowledge and skills. problem solving skills.

According to Finkle and Torp (1995 in http://www.corf.html) it is explained that Problem Based Learning is a simultaneous teaching system curriculum to develop problem solving development strategies from the basis of developing student knowledge and skills in solving problems that arise. faced by adapting to real problems. In Problem Based Learning, students work in small groups to discuss
something that is not understood and important, what they do not know and try to

Hamza (2004: http://www.udel.edu/pbl/) explained that Problem Based Learning (PBL) is one of the learning methods in which Authentic Assessment (real assessment) can be applied comprehensively. The advantage of problem-based learning is that it provides an interesting focus for students in compiling real problem solving in everyday life in accordance with contextual problems through the application of lectures and combining research so that students will always actively develop concepts which are ultimately memorized in their cognitive meaningful learning.

Problem Based Learning learning strategy, is part of the inquiry learning method in which there is also a cooperative element. In order for learning to be significant, it requires initiative that comes from the student’s own side, and he must be fully involved. This will be possible with what is called experimental learning (experimental learning). (Soekamto and Winataputra, 1996: 35).

The characteristics of the Problem Based Learning method include:

a. Problems arising from students or problem situations from teachers.
b. Asking questions or problems that focus on interdisciplinary interrelationships.
   Authentic investigation or investigation in the context of doing reinvention (repetition of problem statements).
c. Produce products, works or problem solving. Cooperation (in pairs, small groups or large groups according to the choice of teachers and students).

The description above is a process that must be carried out by the teacher in order to form a PBL method in the classroom. Explanation of the following steps will be able to help understand the description above.

The steps in PBL learning in this study are as follows:

a. Preparation phase
   In this stage, the teacher conducts a preliminary study both on the material to be delivered and studies for the application of the method to be applied. Whether the material is in accordance with the method or not. The next action is to determine the instructional objectives of the delivery of the material, so that the reference or indicator to be achieved is clear. And the next stage is to form groups, in this grouping technique students with different abilities and genders are put together in a small team consisting of five to six members. Then after the teacher presents the main theory or topic of basic competence, students are expected to raise problems.

b. Problem Generating Stage
   Problems can arise from the students themselves or from the teacher or it can also come from the reality of life. In this study, it is very possible that everyday problems, especially the topic of social interaction, cause many problems that can be taken.

c. Problem Investigation and Inquiry Stage
   Students are expected to be able to investigate or inquire in real life related to the topics discussed, namely social interaction. After students find problems in their
lives, in groups they will argue to be able to plan strategies and at the same time implement to solve the problem.

d. Presentation of Results
Presentation of results is the last stage to check the work or products of investigations and inquiries in order to solve problems that arise in their respective groups. Presentations are made in front of the class so that other groups of students can participate in evaluating the resulting product. On the other hand, this presentation for teachers is a means for affective and psychomotor assessment by monitoring the order and fluency of groups of students in communicating between groups and in groups, both verbally and in writing.

B. Thinking Framework
The learning process in the classroom so far tends to use one-way communication, namely information only comes from the teacher to the students, resulting in students becoming less actively involved in learning activities such as sharing ideas and experiences, being responsible for assignments, willingness to accept better opinions, ask questions, and bring "experts" to class, or worse, reduce their learning outcomes.

Inaccuracies in the use of learning models that cause the low ability of students to understand and apply the concepts of subject matter, therefore efforts are needed to improve cooperative skills and student learning outcomes both individually and classically. One of the efforts made is to apply the Problem Based Learning learning model. This learning model has the idea that students are moved to support and help each other in mastering the abilities taught by the teacher.

Problem-based learning approach (Problem Based Learning) is a learning approach that uses real-world problems as a context for students to learn about critical thinking and problem-solving skills. With the basic assumptions on the boundary of the problem, Problem Based Learning (PBL) becomes relevant to be applied as a learning strategy for Creative Products and Entrepreneurship. With the PBL approach, it is assumed that learning Creative Products and Entrepreneurship will be interesting to be able to relate to today's life. In addition, the concept of essential knowledge learned will lead to higher-order thinking skills, and by itself will encourage students to learn in situations how to learn.

C. Research question
Before starting the research, Research Questions need to be formulated because this is a guide for researchers and as a reference to achieve learning objectives in data collection. Based on the explanation of the framework that has been conveyed, the questions of this research are:

Is online learning using Problem Based Learning for Creative Products and Entrepreneurship subjects in class XII RPL 2 SMK PGRI 2 TAMAN, students still actively participating in learning?
Can online learning using Problem Based Learning for Creative Products and Entrepreneurship subjects in class XII RPL 2 SMK PGRI 2 TAMAN improve student learning outcomes?

3. RESEARCH METHODS

A. Research Subjects and Locations

The subjects of this research are students of class XII RPL 2 SMK PGRI 2 TAMAN, totaling 25 students. This research will be carried out at SMK PGRI 2 TAMAN which is located at Jalan dr. Wahidin Sudirohusodo, Park, Pemalang

B. Research procedure

CAR is carried out in the form of a 4-stage cycle assessment process, namely:

1. plan
2. take action
3. observe (observe)
4. reflect.

This research action is carried out in three cycles because after reflection which includes analysis and assessment of the action process, new problems or thoughts will arise so that it is necessary to re-plan, re-observe, re-action and re-reflect.

Based on the initial observations made, the learning process that will be applied is the Problem Based Learning model. This research will be carried out in 2 cycles. Each cycle consists of planning, action, application of action, observation, reflection.

The scheme of CAR steps is as follows:

**Cycle I**

1. Planning

   Before carrying out the action, it is necessary to take preparatory action. Activities at this stage are:

   a. Preparation of lesson plans with the learning model planned in the CAR.
   b. Preparation of problem sheets/student worksheets according to the learning indicators to be achieved
   c. Make test questions that will be held to find out student learning outcomes.
   d. Forming heterogeneous groups in terms of academic ability, gender, and ethnicity.
   e. Provide an explanation to students regarding the implementation technique of the learning model that will be implemented

2. Action Execution

   a) Carry out activities in accordance with the learning plan that has been made. In carrying out the research, the teacher becomes a facilitator during learning, students are guided to learn Creative Products and Entrepreneurship in cooperative learning with the Problem Based Learning model. The steps taken are:

      1) The teacher conducts a preliminary study both on the material to be delivered and studies for the application of the method to be applied. The next action is to convey learning objectives, prepare and motivate students to be actively involved in problem solving
2) The next stage is to form groups, in this grouping technique students with different abilities and genders are united in one small team consisting of five to six members.

3) The teacher helps students formulate and organize tasks related to the selected problem (set a topic)

4) The teacher encourages students to collect appropriate information, carry out experiments to get explanations and solve problems.

5) The teacher helps students in planning and preparing reports in groups and presenting them in class discussions and helping them to share assignments with their friends

6) Emphasize to students that they are not finished studying until they are sure their friends in the group can score up to 100 on the quiz. Make sure students understand that the activity sheet is for learning, not just to be filled out and submitted. So it is important for students to have activity sheets to check themselves and their group mates while they are studying. Remind students if they have questions, they should ask their group mates before asking the teacher.

7) While students are working in groups, the teacher should praise groups where all members are doing well, where members are sitting in their groups to listen to how other members are working and so on.

8) Quizzes, Quizzes are done by students independently. It aims to show what students have obtained while studying in groups. Quiz results are used as individual development scores and contributed to group development scores.

9) Group Award, The first step that must be done in this activity is to calculate the value of the group and the value of individual development and give certificates or other group awards. Giving group awards based on the average value of individual development in the group.

b) At the end of the implementation of learning in each cycle, the teacher gives a written test to evaluate student learning outcomes during the learning process.

3. Observation
During class action, observations were made by observers (partner teachers and peers) about the implementation of lesson plans, learning management skills and cooperative skills carried out by students during the learning process, after the learning process, students were given a response questionnaire to the Problem Based learning process. Learning.

4. Reflection
At this stage, analysis of the data that has been obtained is carried out. The results of the analysis of existing data are used to evaluate the process and the results to be achieved. Reflection is meant as an effort to examine what has or has not happened, what was produced, why it happened and what needs to be done next. The results of the reflection are used to determine the next step in an effort to produce improvements in cycle II.

Cycle II
The activities in the second cycle are basically the same as in the first cycle, except that the activity planning is based on the reflection results in the first cycle so that it leads to improvements in the implementation of the first cycle.

1. Planning

Before carrying out the action, it is necessary to take preparatory action. Activities at this stage are:

a. Preparation of lesson plans with the learning model planned in the CAR.

b. Preparation of problem sheets/student worksheets according to the learning indicators to be achieved.

c. Make test questions that will be held to find out student learning outcomes.

d. Forming heterogeneous groups in terms of academic ability, gender, and ethnicity.

e. Provide an explanation to students regarding the implementation technique of the learning model that will be implemented.

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Success indicator
The success indicator of this research is if there is an increase in the average score of the learning outcomes test for Creative Products and Entrepreneurship subjects after cycle I and cycle II. From the test of student learning outcomes, completeness analysis was carried out individually. Individual students are said to have completed learning, if the average achievement of indicators that represent learning objectives meet the Minimum Completeness Criteria (KKM) for Creative Products and Entrepreneurship subjects at SMK PGRI 2 TAMAN which is set at 70. The success of this learning model is seen from the percentage of the total number of students. 80% of the total students who finished studying were students.

C. Data Collection Techniques and Tools
There are two data collection instruments in this CAR, namely test and non-test instruments:
1) Test
The test is used to determine the learning outcomes of Creative Products and Entrepreneurship after the learning process is carried out in class XII RPL 2 SMK PGRI 2 TAMAN for the 2020-2021 school year. In each cycle the teacher gives a test to measure the students’ ability in mastering the material in learning Creative Products and Entrepreneurship individually.

4. RESEARCH RESULTS AND DISCUSSION
   A. Research result
In this chapter, we will discuss the results of classroom action research that was carried out during the implementation of learning starting from cycle 1 and cycle 2, which was obtained from observations in the field when learning was obtained from the results of student evaluations.
1. **Cycle 1 Results**

Implementation of Cycle I will be held on Saturday, March 2, 2021, 09.00 – 10.00 WIB.

Learning steps begin that is:

- the teacher prepares a virtual class and greets after that appoints one of the students to lead his colleagues to pray, the teacher takes the attendance of students. After that teacher
- explain KD and learning objectives through share screen display on google meet
- Its basic competence is to evaluate the suitability of product results with design

The purpose of this learning is that students are expected to be able to:

- a. Explain product design properly
- b. Outlining the product design correctly
- c. Evaluating the conformity of the product with the design

Learning material about Analyzing and Evaluating the Conformity of Product Results with Design. While the learning method uses the application of a scientific approach to the learning model of discovery learning.

**Core activities:**

- The teacher displays the material through share screen shows and combined it with examples from everyday life. The teacher gives questions to students about the material that has been given. The teacher explains to the students about the material.
- At the end of the activity the teacher discusses with students about the material after that concludes the material that has been presented and provides an evaluation of the material that has been delivered

### Average Observation Score Against Student Learning Motivation in Cycle I

<table>
<thead>
<tr>
<th>NO</th>
<th>URAESE PACK</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Carry out independent tasks</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>hear / pay attention to the teacher's explanation</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Why ask a question / respond to a question</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Be cooperation in groups</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>reading a book/handout</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Be discussion about the material in the handout</td>
<td>✓</td>
</tr>
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</table>
Mengdo the tasks in LKPD

<table>
<thead>
<tr>
<th></th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 : Not doing</td>
</tr>
<tr>
<td></td>
<td>1: Don’t do it well</td>
</tr>
<tr>
<td></td>
<td>2: Done pretty well</td>
</tr>
<tr>
<td></td>
<td>3: Well done</td>
</tr>
<tr>
<td></td>
<td>4: Done very well</td>
</tr>
<tr>
<td></td>
<td>10-16: Not interested</td>
</tr>
<tr>
<td></td>
<td>17-24: Not interested</td>
</tr>
<tr>
<td></td>
<td>25-32: Interested</td>
</tr>
<tr>
<td></td>
<td>33-40: Very Interested</td>
</tr>
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</table>

Conclusion: The total score is 22, it means that students are still less interested

### Student Learning Evaluation Results

#### In Cycle I

<table>
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<tr>
<th>NO</th>
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<th>NAME</th>
<th>Score Evaluation result</th>
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<tbody>
<tr>
<td>1</td>
<td>7849</td>
<td>Adi Puryanto</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>7850</td>
<td>Airiza Wijaya</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>7851</td>
<td>Aji Farhan Fadhi</td>
<td>45</td>
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<tr>
<td>4</td>
<td>7852</td>
<td>Andrean Shah Subekhi</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>7853</td>
<td>Bella Saputri</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>7854</td>
<td>casmita</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>7855</td>
<td>Dicky Prayuda</td>
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</tr>
<tr>
<td>8</td>
<td>7856</td>
<td>Dina Wijati</td>
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<td>9</td>
<td>7857</td>
<td>Doni Tri Saputra</td>
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<td>Fakhiz Amiq</td>
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<td>Kenny Tandiadi</td>
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<tr>
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<tr>
<td>16</td>
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<td>Liana</td>
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<tr>
<td>17</td>
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<td>Nurlaela Sulistiaawati</td>
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<tr>
<td>18</td>
<td>7868</td>
<td>Pandu Rayya Rabhani</td>
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Based on the results of the student evaluation in cycle 1, there are still 5 students who have not finished, so remedial is held.

### Student Remedial Results

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<th>Score Remedial Results</th>
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<td>AdiPuryanto</td>
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<td>AjiFarhanFadhi</td>
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<tr>
<td>5</td>
<td>7855</td>
<td>Dicky Prayuda</td>
<td>45</td>
<td>70</td>
</tr>
</tbody>
</table>

From the results of the first cycle evaluation that there were 5 students who did not finish studying. Students who do not complete have participated in a remedial program in the form of giving assignments independently and ending with a retest. As a result, all students have achieved completeness.

2. Cycle 2 Results
Implementation of Cycle 2
will be held on Monday, March 9, 2021, 09.00 – 10.00 WIB.
Learning steps begin that is:

a) the teacher prepares a virtual class and says hello after that appoints one of the students to lead his colleagues to pray, the teacher takes the attendance of students. After that teacher

b) explain KD and learning objectives through share screen display on google meet

c) The basic competencies are Understanding descriptive, narrative, argumentative or persuasive presentations about products/services

The purpose of this learning is that students are expected to be able to:

✓ Explain the definition of product marketing correctly
✓ Explain product promotion properly

Learning materials about Understanding descriptive, narrative, argumentative or persuasive presentations about products/services. While the learning method uses the application of a scientific approach to the learning model of discovery learning.

Core activities:

✓ The teacher displays the material through share screen shows and combined it with examples from everyday life. The teacher gives questions to students about the material that has been given. The teacher explains to the students about the material.

✓ At the end of the activity the teacher discusses with students about the material after that concludes the material that has been presented and provides an evaluation of the material that has been delivered

### Average Observation Score Against Student Learning Motivation in Cycle 2

<table>
<thead>
<tr>
<th>NO</th>
<th>USRASED PACK</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>1</td>
<td>Carry out independent tasks</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>hearrkan / pay attention to the teacher’s explanation</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Why ask a question/respond to a question</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Bec cooperation in groups</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>reading a book/handout</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Bediscussion about the material in the handout</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Mengdo the tasks in LKPD</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>2 28</td>
</tr>
</tbody>
</table>

Information
0 :Not doing
1: Don’t do it well
2: Done pretty well
3: Well done
4: Done very well
10-16: Not interested
17-24: Not interested
25-32: Interested
33-40: Very Interested

Conclusion: The total score is 30, it means students are interested

**Student Learning Evaluation Results**
**In Cycle 2**

<table>
<thead>
<tr>
<th>NO</th>
<th>NIS</th>
<th>NAME</th>
<th>Score</th>
<th>Evaluation result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7849</td>
<td>Adi Puryanto</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7850</td>
<td>Airiza Wijaya</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7851</td>
<td>Aji Farhan Fadhi</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>7852</td>
<td>Andrean Shah Subekhi</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>7853</td>
<td>Bella Saputri</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7854</td>
<td>casmita</td>
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<td></td>
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<tr>
<td>7</td>
<td>7855</td>
<td>Dicky Prayuda</td>
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</tr>
<tr>
<td>8</td>
<td>7856</td>
<td>Dina Wijiati</td>
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<td>9</td>
<td>7857</td>
<td>Doni Tri Saputra</td>
<td>70</td>
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<tr>
<td>10</td>
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<tr>
<td>11</td>
<td>7859</td>
<td>Fadly Safyuddin M</td>
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<tr>
<td>12</td>
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<td>Fakhiz Amiq</td>
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<tr>
<td>13</td>
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<tr>
<td>14</td>
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<td>Kenny Tandiadi</td>
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<td>15</td>
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<td>Kris Tanto</td>
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</tr>
<tr>
<td>16</td>
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<td>Liana</td>
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<td>17</td>
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<td>Nurlaela Sulistiawati</td>
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<td>18</td>
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<td>Pandu Rayya Rabhani</td>
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<tr>
<td>19</td>
<td>7869</td>
<td>Reza Hikmal Akbar</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>7870</td>
<td>Rizal Dimas A</td>
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<tr>
<td>21</td>
<td>7871</td>
<td>Siti Aisah</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>7872</td>
<td>Subkhi Wiyono</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Based on the results of the student evaluation in cycle 2, there are still 2 students who have not finished, so remedial is held

**Hasil Evaluasi Belajar Siklus 2**

Based on the results of the student evaluation in cycle 2, there are still 2 students who have not finished, so remedial is held

<table>
<thead>
<tr>
<th>Student Remedial Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NO</strong></td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

From the results of the evaluation of cycle 2 that there were 2 students who did not complete the KKM 70 study. Students who did not complete had participated in the remedial program in the form of giving assignments independently and ending with a retest. As a result, all students have achieved completeness.

**B. Discussion**

Based on the evaluation results from cycle 1, it shows that there are 5 students whose learning evaluation results have not met the KKM >= 70 and remedial has been implemented with the final result that all students have met all learning completeness in cycle 1.

In cycle 2 the researchers carried out the same method as in cycle 1, in the implementation of cycle 2 it was found that there were 2 students whose learning evaluation results did not meet the KKM >= 70, and remedial action had been carried
out with the final results of all students having fulfilled all learning completeness in cycle 2.

There is a reduction in the number of students whose learning evaluation results from the beginning of cycle 1 to cycle 2, the researcher assumes that it is in accordance with what CAR wants, namely there is progress in better learning outcomes at each stage of the cycle.

5. Conclusions and suggestions

A. Conclusion

The classroom action research carried out aims to increase student learning activities in the subjects of Creative Products and Entrepreneurship Class XII RPL 2 SMK PGRI 2 TAMAN. From the results of the study showed an increase in student learning activities in each evaluation of learning. Increased student learning activities are also supported by increased student learning outcomes. In addition, giving awards in this learning model is also able to increase students' motivation and enthusiasm in learning Creative Products and Entrepreneurship. Giving awards or prizes makes students more enthusiastic to take part in learning.

B. Suggestion

Based on the results of the research that has been concluded above, in an effort to improve student learning outcomes in a pandemic situation like now, it is necessary to put forward some suggestions as follows:

a) It is expected that students will be able to optimize their thinking power and be more active when participating in the teaching and learning process for Creative Products and Entrepreneurship subjects in online learning.

b) It is recommended for future researchers to apply the use of media in online learning to other materials that are considered appropriate to further improve student learning outcomes.

REFERENCES


