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The Influence of the Creative Problem Solving Learning Model Using Inductive Learning Strategies on the Transaction Administration Learning Outcomes of Class XII Online Business and Marketing Students at SMK Negeri 1 Medan Academic Year 2023/2024

Wulan Natasha Simanjuntak[1]*, Lenti Susanna Saragih[2]
Pendidikan Bisnis Universitas Negeri Medan

Corresponding Author: Wulan Natasha Simanjuntak wulannatasha910@gmail.com

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A B S T R A C T

This study aims to determine the influence of the Creative Problem Solving learning model with inductive learning strategies on the learning outcomes of transaction administration students in grade XII of Online Business and Marketing SMK Negeri 1 Medan for the 2023/2024 Academic Year. The type of research used is semi-experimental research. The experimental design used was One Group pretest-posttest design with a sample of 64 students. Data collection through learning outcome tests. The collected data was analyzed using descriptive statistical analysis and inferential statistical analysis. The result of this study is that there is a significant influence on the application of the Creative Problem Solving learning model with inductive learning strategies on the learning outcomes of transaction administration for grade XII students of Online Business and Marketing SMK Negeri 1 Medan for the 2023/2024 Academic Year with a confidence level of 95%. It is calculated with at-value of 2.886 > t. table 1.657. Where this has a significant effect, namely on the material of the sales report results. Based on this, the learning outcomes of students in the subject of Transaction Administration for Class XII students of Online Business and Marketing of SMK Negeri 1 Medan

INTRODUCTION

The world of education plays a very important role in ensuring the survival of a nation and state, because education is a vehicle for improving and developing the quality of human resources so that they are able to compete and compete with other nations in facing the era of globalization. Therefore, it is appropriate for education to receive continuous attention in efforts to improve its quality. Improving the quality of education also means improving the quality of human resources Wardani (2020:9).

Efforts to improve the quality of education, the teaching and learning process must run well if there is interaction between components that are directly related to learning, such as student components that interact with teacher components, methods, media, equipment and the classroom environment which are directed at achieving teaching goals. Vice versa, the teacher component must also be able to interact with other components. Teachers play an important role in the interaction between these components Zaifullah (2020:18).

The role of teachers in the teaching and learning process is very large. Because teachers are students' motivators in learning so that the learning activities carried out run well and provide maximum results (Jainiyah, 2019: 118).

According to Wardani (2020:10) "States that currently many students only learn by memorizing concepts, taking notes on what the teacher lectures, passively and prior knowledge is rarely used as a basis for planning and actualizing learning. This can be seen from the students' learning outcomes which are still low, this can be seen from the students' academic achievements which are below minimum learning completeness."

One learning model that can be used to achieve learning activities is using the creative probem solving learning model. The creative problem solving (CPS) learning model is a learning model that focuses on teaching problem solving and problem solving skills, followed by strengthening these problem solving skills.

According to Isrok'atun (2021) "The Creative Problem Solving Learning Model is a learning model that emphasizes problem solving using students' creativity."

Jafar (2021) conducted research on the effect of applying conventional learning methods on students' physics learning outcomes, finding that the average post-test score on learning outcomes increased significantly compared to the pre-test. The implication of this research is the importance of innovation in selecting learning models to improve results. student learning significantly. Other research results found also showed differences in student learning outcomes between those taught using conventional learning methods and open question learning models. Therefore, there is evidence to show that conventional learning methods can influence student learning outcomes.

Salamah (2023) states that "Studies on the influence of conventional learning methods on learning outcomes show that conventional learning methods tend to emphasize the role of active teachers in delivering material with little student participation, so that it can make students less independent and less active in the learning process. Apart from that, conventional methods can also cause a lack of student participation in thinking, which in turn can affect the increase in student knowledge during the learning process. Student learning outcomes are also influenced by the level of active involvement of students in the learning process. Therefore, there is evidence that shows conventional methods influence learning outcomes."

Based on observations made by researchers, it was found that the learning process still uses conventional methods in transaction administration lessons which creates a rigid teaching and learning process, causing students to lack independence and limiting students' creativity. This situation also causes students to be less involved in social interaction which can lead to student boredom. towards lessons, especially in transaction administration subjects, so that students think that transaction administration is a difficult and unpleasant subject and students are less able to understand it.

As a result of this problem, the learning method carried out in class Where teachers do not involve students in teaching and learning activities. Students only receive learning material passively so that students are not trained to think creatively. Apart from that, students tend to wait more for the next material provided by the teacher. This condition sometimes makes students reluctant to learn, feeling bored and wanting the teaching and learning process to be completed quickly.

To solve the problems above, the author believes that it is necessary to design a learning model that involves students playing an active role in teaching and learning activities and that can get students used to constructing their own knowledge. One way that is expected is to apply the Creative Problem Solving learning model to increase student activity in learning and play an active role in the learning process through solving problems that will be put forward by the teacher, in this way students are invited to think about solving the problem and present their ideas or ideas, by that thought process. Students can understand the expected subject matter with a question, students are skilled and motivated in solving problems to choose and develop their responses, not just by memorizing without thinking, problem solving skills expand students' thinking processes to continue to be actively involved in the transaction administration learning process

Theorical Review

In improving student learning outcomes in the Transaction Administration subject, teachers must be able to create an optimal and enjoyable learning atmosphere so that it can make students more enthusiastic and active in participating in the lessons being taught. Teachers must be more alert in finding

the most appropriate way to create a learning atmosphere, namely by implementing appropriate learning models and learning strategies in the classroom so that the desired learning objectives can be achieved.

Harefa (2020) Creative Problem Solving Learning Model is a learning model that requires students not only to receive information from the teacher, but is required to think creatively in looking for as much information as possible and consider ideas, thoughts and opinions to provide solutions to the problems given.

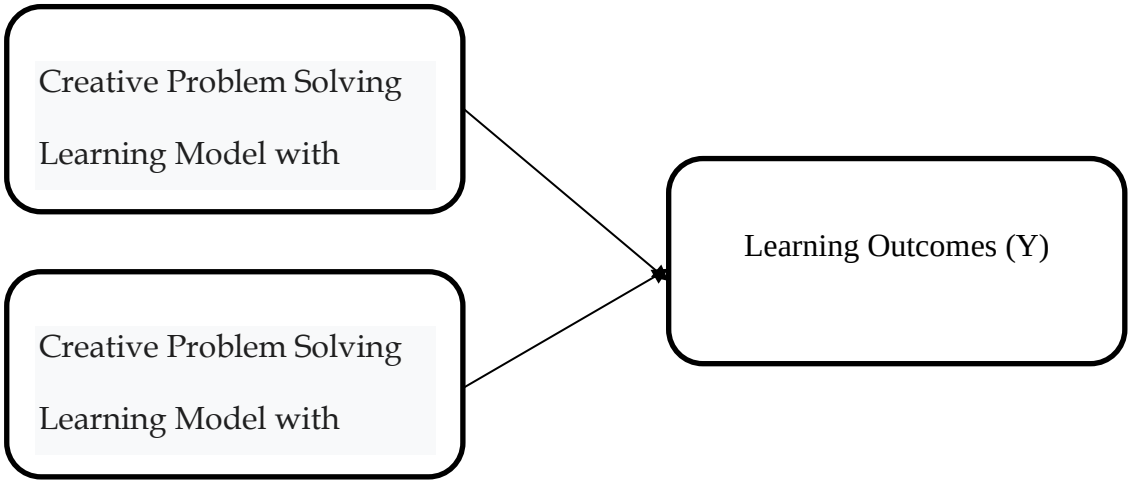
Apart from implementing a learning model that supports good learning outcomes, appropriate strategies are also needed in learning. One of the strategies used in the teaching and learning process is an inductive strategy. With the Inductive strategy, educators provide teaching by giving examples of the topics that students will study, then students are trained to find the essence of the examples given so as to find the concept from these examples. With this inductive strategy, students are trained to think critically to find concepts about the material they will study. Istarani (2019: 107).

The Creative Problem Solving Learning Model with Inductive learning strategies in its application will help students be more active and creative in solving problems correctly. And train students to be responsible for solving problems they find. Apart from that, it also builds direct communication between teachers and students and students with students through study groups that are formed so that students do not feel bored and bored and students understand and master the lessons more easily. So by combining this learning model and learning strategy, the material presented by the teacher can increase students' knowledge Sani (2019: 108).

This is different from conventional learning methods which focus on one direction where students only passively accept what is conveyed by the teacher so that the teacher's role is very dominant in learning activities. Apart from that, students are also not trained to think creatively and think independently in solving problems in learning because students only hear the material provided by the teacher. With this, students' understanding of the material is only temporary and does not expand students' knowledge in the material presented and also causes learning to tend to be boring so that it will have an impact on the learning outcomes that students will obtain. The Creative Problem Solving Learning Model with an inductive learning strategy is very good to apply because this will arouse students' passion in developing creative thinking abilities, practicing good communication and problem solving skills. This influences student learning outcomes to increase and also motivates students to learn more.

Based on the theoretical framework and theoretical framework, the following research hypothesis can be formulated:

Ha: There is a significant difference in the creative problem solving learning model with inductive learning strategies on learning outcomes compared to those taught using conventional methods in transaction administration subjects for class XII Online Business and Marketing students at SMK Negeri I Medan.



METHODOLOGY

This research is classified as quantitative research with a semi-experimental type because there is treatment. The type of experiment used in this research is Pre-Experimental Designs. The experimental design used is one group pretest-posttest design. This research was carried out at SMKN 1 Medan in the even semester of the 2023/2024 academic year.

The population in this study were all students of class XII BDP 2 using total sampling technique. The data collection technique used is the learning outcomes test.

The data analysis technique uses descriptive statistical analysis which consists of analyzing data from the results of student learning outcomes tests. The criteria for measuring data analysis are as follows:

Table 1. Categories of Minimum Completion Criteria (KKM) for SMKN 1 Medan

Score Obtained	**category**
P>75	Complete
P<75	incomplete

Sumber : SMKN 1 Medan

Next, for inferential statistical analysis, a normality test is first carried out to determine whether the sample is normally distributed or not. Test the hypothesis using the t test. The t test can be carried out if the group or sample is

normally distributed. The t test consists of a paired sample t test, namely to test the same group or sample given different ones.

RESULT AND DISCUSSION

A. Result

The results of research conducted at SMKN 1 Medan show that there is an influence of the creative problem solving learning model with inductive learning strategies on student learning outcomes based on the results of data analysis obtained using two statistical methods, namely descriptive statistical methods and inferential statistical methods.

1. Descriptive Statistical Analysis of Student Learning Outcomes

Data on student learning outcomes produced using pretest and posttest questions can be seen as follows:

a. *Pretest*

In this research, before starting learning using a creative problem solving learning model with an inductive learning strategy, students were given pretest questions first to determine the extent of students' initial abilities in transaction administration subjects. The pretest descriptive analysis of student learning outcomes can be seen in the following table:

Tabel 2 (*Pretest* Descriptive Analysis)
Hasil Belajar Siswa

No	Statistik	Statistical Value
1	Number of Sample	64
2	The Highest Score(*max)*	80
3	Lowest Value (*min)*	10
4	Average Value (*mean*)	48,36
5	Midpoint (*median)*	50
6	Frequently Occurring Values (*mode)*	45
7	Standard Deviation (*Standart deviation*)	1,306

b. *Posttest*

After being given material on transaction administration subjects using a creative problem solving learning model with inductive learning strategies, students were tested again using posttest questions to determine the extent of students' understanding of the material. The posttest descriptive analysis of student learning outcomes can be seen in the following table:

Tabel 3 (Descrptive Analysis *Posttest*)
Student Learning Outcomes

No	Statistik	Statitical Value
1	Number of Sample	64
2	Nilai Tertinggi (*max)*	85
3	Nilai Terendah (*min)*	20
4	Nilai Rata-rata (*mean*)	57,81
5	Titik tengah (*median)*	60
6	Nilai yang sering muncul (*mode)*	80
7	Simpangan baku (*Standart deviation*)	30,529

The average student learning outcomes on the pretest and posttest can be presented in the following diagram:

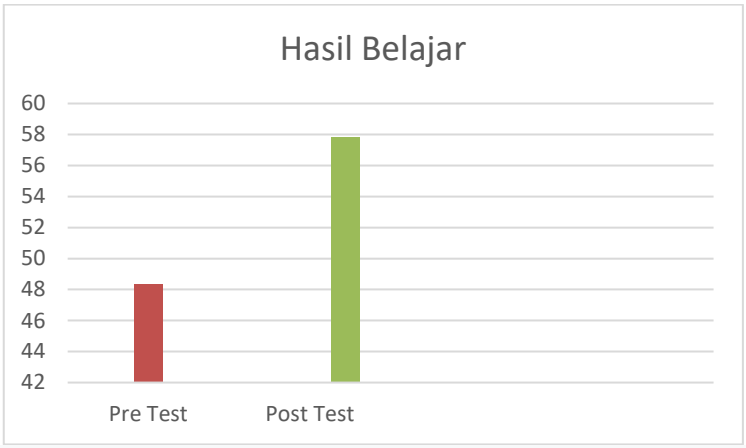


Figure 1. Student Learning Outcomes Diagram

Based on the diagram of student learning outcomes in Figure 1, it shows that the average pretest score has increased on the posttest by 9.46. Based on this, it can be concluded that the application of the creative problem solving learning model with inductive learning strategies has an effect on student learning outcomes.

1. Infrential Statistical Analysis

Before carrying out a hypothesis test, the analysis requirements test is first carried out, namely the normality test.

a. Uji Normalitas

The normality test is used to determine whether the sample is normally distributed or not. The data is said to be normal or not. It can be seen in the SPSS test of normality output table by looking at the level of significance. The decision rule is that if the Sig value is > 0.005 then the data is declared to be normally

distributed. The results of the normality test of student learning outcomes data can be seen in the following table:

Tabel 4 Nomality tes of learning outcomes data

Tests of Normality

		Kolmogorov-Smirnov[a]		
	KATEGORI	Statistic	df	Sig.
HASIL	PRE TEST	.089	64	.200*
	POST TEST	.095	64	.200*

a. Lilliefors Significance Correction

Based on table 4 above, it can be seen that the Sig. each class > 0.005, which means all data has a normal distribution.

b.* Uji *Paired Sample T-test

In this research, the paired sample t test was used to determine differences in student learning outcomes before and after implementing the creative problem solving learning model with inductive learning strategies. The decision rule is that if the significance value is > 0.005 then Ha is accepted and if the significance value is > 0.005 then Ha is rejected. The results of the paired sample t test on student learning outcomes can be seen in the following table:

Tabel 5. Uji *Paired Sample T Test*

Student learning outcomes

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	48.3594	64	18.92036	2.36504
	POST-TEST	57.8125	64	18.12380	2.26548

In this study, a significance level of 5% was used
(df=126) so that the ttable value is 1.657. Based on this table, the tcount is -2.886 and the ttable is 1.657. at the 95% significance level. After comparing with the hypothesis testing criteria, tcount > ttable (2.886 > 1.657) is obtained, which means the hypothesis in the research is accepted at the 5% significance level. Which means there is a difference in the average student learning outcomes between the pre-test group and the post-test group, or in other words the influence of the creative problem solving learning model with inductive learning strategies will produce different learning outcomes.

DISCUSSION

After being treated with creative problem solving learning models with inductive learning strategies to the 64 students, the pre-test average was 48.35 points and the post-test average was 57.81 points. From these data it is known that the creative problem solving learning model with inductive learning strategies has a significant increase of 9.46 points. This means that there is an influence of the creative problem solving learning model with inductive learning strategies on the learning outcomes of class XII online business and marketing students at SMK Negeri 01 Medan.

After completion, the researcher continued to give a final test (post-test) to see student learning outcomes. It can be seen that when a normality test was carried out using Kolmogrov-Smirnov, the results were 0.200 > 0.05, where the test results showed that the data was normally distributed and the data had a significant influence so that it could be continued to the next test, namely the Paired Sample T-Test.

When testing the Paired Sample T-Test, the results showed a significance value (2-tailed) of 0.000, smaller than alpha (0.000 < 0.05). Therefore, there is a significant difference between the results of the pre-test and post-test carried out. Then, during the post-test, students showed enthusiasm and initiative in taking the test, whereas during the pre-test, students appeared passive and tended to collaborate with other students.

Based on the research description of the Creative Problem Solving Learning Model with an inductive learning strategy on transaction administration learning outcomes for class on the learning outcomes of class XII transaction administration students at SMK Negeri 1 Medan. This research was conducted to determine whether there was a significant influence between the influence of the creative problem solving learning model and inductive learning strategies on the learning outcomes of class XII students in the transaction administration subject at SMK Negeri 1 Medan. The results of research data analysis through hypothesis testing which was proven with the help of SPSS 23, the researcher stated the following results: Based on the tcount value, the tcount value was -2.886 and ttable 1.657 so (2.886 > 1.657), which means the research hypothesis can be accepted that there is the influence of creative problem solving with an inductive learning strategy on the learning outcomes of class XII online Business and Marketing students at SMK Negeri 1 Médan. Therefore, it can be concluded that the better the implementation of the creative problem solving learning model with inductive learning strategies, the better the learning outcomes of Class XII Online Business and Marketing Transaction Administration students at SMK Negeri 1 Medan will be.

Effendi (2019) implemented a creative problem solving learning model for Islamic banking vocational school students. Before the creative problem solving learning model is implemented, it is necessary to identify student problems in the early grades and integrate mathematical problems in the context of sharia banking. Identification is very useful for determining support systems,

instructional impacts and supporters so that the syntax of the creative problem solving learning model can be implemented. An important aspect of implementing the creative problem solving learning model is how to teach students to express all their creative ideas in solving mathematical problems so that a reasonable solution is obtained.

Harefah, et al (2020), conducted research on the Creative Problem Solving Learning Model on students' science critical thinking abilities at SMP Negeri 1 Teluk Dalam. It was concluded that the creative problem solving learning model can influence student learning outcomes. The result is that the Creative Problem Solving learning model has a significantly better influence on students' critical thinking abilities compared to conventional learning methods.

Sulaeman (2021), conducted research on creative problem solving learning models for students at SMP Negeri I Cilaku, increasing the mathematical problem solving abilities of students who received creative problem solving learning models better than the mathematical problem solving abilities of students who received regular learning.

CONCLUSION

Based on the results of the research and discussion, the author concludes that the results of learning transaction administration in sales report material taught using the creative problem solving learning model with inductive learning strategies are higher than conventional learning methods for class XII online business and marketing students at SMK Negeri 1 Medan in teachings 2023/2024.

Based on the conclusions, the following suggestions can be given:

In particular, transaction administration teachers who teach sales results reporting material can use creative problem solving learning models with inductive learning strategies in the teaching and learning process to improve transaction administration student learning outcomes. Apart from that, the creative problem solving learning model with inductive learning strategies teaches students to work together and help each other in solving problems.

In particular, those who will conduct similar research will pay more attention to student participation and concentration in the learning process, as well as use class time more effectively so that learning can take place more effectively and efficiently to achieve learning goals.

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