

Creative and Productive (Aptecindo Surabaya)

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Creative And Productive Learning Model Of Cake Decorating Subject Cullinary Art Department Of State University Of Medan

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Abstract

Cullinary art Departemen of State University of Medan basically provide a quality learning. A quality learning climate can be achieved if the learning is interesting, challenging, fun and meaningful for students.

One of a quality learning climate by developing the creativity of students to Produktif, namely a learning that emphasizes Student active or Student Centered learning (Student Centered).

The quality learning process is done intensively, but in fact the field shows a lecturer has not done it in the studying. The role of lecturers in teaching are still conventionally focused on teaching rather than learning. Presentation of materials with lectures. Students viewed the course material as too theoretical, lacking a contextual example. Semester exam questions for Students use multiple choice form, less tilting ability to think critically and creatively to the Student. Creative-productive learning has a strategic position for the development of student competence, especially technical competence (hard competence)

This study aims to find productive-productive learner model to develop competence in Decorating Cakepada study of Culinary Study Program including teaching material, learning method, and evaluation of learning result that can develop creativity in decorating cake. Result of research of creative-productive learning model covering three aspects namely learning materials, learning method, and evaluation of productive-creative learning outcomes. Learning materials need to be designed by focusing on productive activities (creating or creating goods and services), instructional or project-learning methods, and evaluating learning outcomes need to apply performance evaluation techniques by emphasizing evaluation of processes and products.

This research develops instructional media based on orientation, exploration, interpretation, and re-creation, with Decorating cake material. Validation results by two media experts, obtained an assessment (90.63%), while from the validation by two material experts, memproleh assessment (97.35%). Result of questionnaire of student responses that have been done, orientation-based learning media, exploration, interpretation, and re-creation of learning Decorating cake get response (90.9%).

Keywords: Productive creative learning model, Decorating cake.

3 BACKGROUND

Some National Education functions to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life, that's aimed to develop the potential of learners to become human beings who believe and piety to God Almighty, noble, morality, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. The learning process is essentially to develop the activities and creativity of learners through various interactions and learning experiences. But in the implementation there are many learning activities that are implemented just inhibits the activity and creativity of learners. The learning process by many lecturers today only to attain the target of the curriculum material and is more concerned with concept recitation rather than on understanding. This can be seen from the learning activities in the classroom which is always dominated by lecturers. In the delivery of materials, usually lecturers use expository method where of the students just sitting, taking notes, and listening to what the lecturers are saying and few opportunities for students to ask questions. Thus, the learning atmosphere here was not conducive so the students passive.

This condition can be seen in the process of learning in the classroom, generally lecturer emphasizes the cognitive aspect. The intellectual abilities learned are largely centered on the understanding of memorable lecture materials. Lecturers more often use one-way communication, namely by using expository method. In this situations, students are usually required to accept what is considered important by the lecturer and memorize it

Learning creative and productive models are still more oriented to the provision and achievement of hard competence, namely competence / technical skills according to work competence standards (KKNI). While the soft competence aspect, especially the production skill

has not been developed optimally. The impact that arises later is the tendency of declining cake decorating production at the graduates of the Culinary art Department from year to year, the graduates did not dare to produce catering due to less creative students so the result of cake decorating is less attractive, although sometimes their competence is enough. Creativity is a very important thing to develop. Creativity is needed in many aspects of life, in social life, the world of work, the development of science and technology. According to Wena (2013) creativity is directly related to productivity and is an essential part of problem solving. Creativity and productivity are interrelated and in the learning process it must be grown simultaneously.

This learning is based on constructivistic theory where learning is an effort of giving meaning by students to their experience, so in this learning the students are expected to construct their own concept or material they get. Productive creative learning approaches include: active learning, creative, constructive and collaborative and cooperative. An important characteristic of each approach is integrated so it can produce a model that allows students to develop creativity to produce a product that derives from their understanding of the concept under study. Creative productive learning begins with the active nature of the learner. Active can be interpreted as an intellectual and emotional learning involvement in learning to construct his knowledge. From the results of observation on the Culinary art students that the teaching materials and learning strategies given today are not effective enough in developing student productive values. Similarly, the understanding and experience in cake decorating (lecturers and field counselors) was not fully support the achievement of creative and productive improvement goals in cake decorating.

The development of the main productive courses in the Culinary art Department requires an appropriate approach to education and training, both in the classroom and in productive practices. The Development of teaching materials, learning methods, and learning outcome assessment system that focuses on the indicator of creative and productive character. Learning of creative and productive programs basically can develop and form the competence of students. The purpose of this study are described as follows: 1) To develop creative and productive learning program model in cake decorating subject of culinary art department Culinary Education, 2) To know the result of learning cake decorating using creative and productive learning program model in cake Decorating of students in culinary art department of state University Medan

LITERATURE REVIEW

A. Creative and Productive Learning Model

Creative and productive learning is a model that developed with reference to various learning approaches that are assumed to improve the quality of the learning process and outcomes. This learning is based on constructivistic theory where learning is the effort of giving meaning by the students to their experience, thus in this learning the students are expected to construct their own concept or material they get. Productive creative learning approaches include: active learning, creative, constructive and collaborative and cooperative. The important characteristics of each approach are integrated so as to produce a model that allows students to develop their creativity to produce a product that derives from their understanding of the concept.

This productive creative learning is based on basic principles:

1. Intellectual and emotional student involvement in learning
2. Students are encouraged to discover / construct their own concepts through interpretation conducted in various ways such as observation, discussion or experiment

3. Give an opportunity for students to be responsible for completing joint tasks

4. To be creative, some one have to work hard, high dedicated, enthusiastis and self confidence

With reference to these characteristics, this learning model can be applied in learning various fields of study, both abstract and concrete topics. The material in accordance with the learning model is a material that demands a high understanding of actual values, concepts or problems in the community and the skills of applying the understanding in the form of real work. This material come from cake decorating . The purposes of the lesson are :

1. Understand the concept of a certain value, concept or a certain problem.

2. Able to apply concepts / solve problems

3. Being able to create something based on that understanding.

Steps of Productive Creative Learning Model

There are five creative productive learning steps. The length of time that's required to complete each of the learning stages depends on the extent of the problem being solved.

According to Wena (2013), learning activities are divided into five steps: They are orientation, exploration, interpretation, recreation and evaluation. Each step can be further developed by the Lecturers by holding the essence of each step as follows:

a. Orientation

This stage begins with an orientation to agree on the tasks and learning steps in this case Lecturer communicates the objectives, materials, time, learning steps, expected outcomes of the Student, and the assessment applied. According to Borich (in Wena, 2013) orientation stage is very important to do at the beginning of learning, because it can give direction and instructions for Students about learning activities to be performed. On this occasion students are given the opportunity to express opinions about the steps / how to work as well as the expected results and the achievement. In this stage there is a negotiation between the Student and Lecturer about the aspects of this stage, the student, but in the end there is an agreement between the lecturer and the student.

b. Exploration

This stage, students explore the problem / concept studied. Exploration can be done in various ways such as reading, observation, interviewing, experimenting, browsing via the Internet and so on. In Black's opinion (in Wena, 2013) through students exploration activities is stimulated to enhance her curiosity and that can spur further learning activities. This activity can be done individually or in groups. The time for exploration is tailored to the wide of field coverage / discussion that will be discussed. In order for directional exploration, the Lecturer should make a short guide, which contains the intended purpose, time, materials, work and expected outcomes.

c. Interpretation

In this stage the results of exploration interpreted through analytical activities, discussions, frequently asked questions, or even a re-experiment, if indeed it is necessary again. According to Brooks & Brooks (Wena, 2013) the interpretation stage is very important in learning activities because through the interpretation stage Students are encouraged to think high level (analysis, synthesis, and evaluation) so accustomed in solving problems review from various aspects. Interpretation should be done in the face-to-face hours. If the exploration is done by the group, each group is and required to present the results of their understanding in front of the class in their own way, followed by the response by other students. At the end of this stage is expected that all students have understood the concept / topic / problem studied.

d. Re-creations

In this the Students are assigned to produce something that reflects their understanding of the concepts / topics / issues studied according to their own creations. According to Cregg & Berch (in Wena, 2013) at the end of each lesson, students should be able to produce something so that what they have learned becomes meaningful, especially to solve problems that are often encountered in the daily life. Re-creations can be done individually or in groups according to the Student's choice. The re-creations are creative products that can be presented, displayed or followed up.

e. Evaluation

According to Wena (2013) evaluation is done during the learning process and at the learning end. During the learning process evaluation is done by observing the attitude and thinking ability of students. The things that are assessed during the learning process are they have to do the task seriously, exploration, result critically thinking and logical thinking in providing views / arguments, the ability to work together and assume shared responsibility. While the evaluation on the end of learning is the evaluation of the creative products that's produced by the Students. Assessment criteria can be mutually agreed upon at the time of orientation.

To form the creative and productive character towards the creation of independence for the Students, then developed a learning cycle that includes five aspects of learning experience as follows:

1. Exploring; Respond to new information, explore facts with simple instructions, share knowledge with others or retrieve information from other Lecturers / experts / experts / sources.
2. Planning: Compile work plans, identify the necessary tools and materials, determine steps, design works and other plans.
3. Doing / acting: Conducting experiments, observing, finding, creating works and reporting results and solving problems.
4. Communicating: Communicating / presenting the results of the experiment, observation, discovery, or the results of his work, sharing and discussion
5. Reflecting; Evaluate the processes and outcomes that have been achieved, looking for weaknesses to improve the effectiveness of planning

B. CAKE DECORATING

Decorating Cakes or cake decorating is the most exciting part of cake processing, decorating a cake is to close the cake with trimmings or cake decorating has some arms they are :

1. Improve the quality of the cake in terms of taste, appearance and shape appearance.
2. Closing the lack of physical form that is less interesting. In this case it can improve the portion of the cake that is defective with the cake decorating material, even with the creativity and imagination that can change the shape of new cake that is more interesting than ever.
3. Declare the expression or intention of decorating the cake. For example as an expression of affection made cake shaped (love) decorated with cream in the form of roses using dominant colors pink.
4. Being the center of interest (center of interest) beautiful cake with beautiful decoration on one occasion will make many people are interested.

Cake Decorating principles:

1. Themes

Before producing a cake product should determine the shape of the cake and what decoration will be shown, so we must know the theme of the cake to be made. The theme is required for the cake to be shown in accordance with the intent or purpose of the cake placement in an event.

2. The center of attention

Decoration on the cake must be a substitution of beauty and theme, the decoration on the cake must have a certain part of the center of attention when people see the cake that has been decorated. By showing the cake, we will know the theme of an event.

3. Match

The Matching on the cake can be seen in terms of design, as well as the selection of colors that return the role of the theme.

4. Be balanced

The balance between the size of the cake with the decorations to be displayed should be balanced. balance can be made by considering the size of the cake with the size of the decoration to be made.

5. Exactly

The exact precision is precisely in all matters pertaining to the principle of cake mnghias. The cake decoration should be precise with the event or theme of the event, precisely in the selection of shapes and ornaments and precisely in determining the color.

1

RESEARCH METHODS

The design applied in this research is research and development (Borg & Gall, 1993). The location of this study On Education Studies Program Culinary Department PKK FT State University of Medan, with the subject of student research, namely the field of decorating cake expertise. Taken one skill competency to be developed teaching materials, learning methods, and evaluation system with reference to the character production indicator of decorating cake.

The predecessor study was carried out using the needs and literature review, on the students and lecturers. At tahobobodel stage, the collecting technique used is the assessment of the success of the productive-creative model on the production of decorating cake. The data collection instruments used in this study are: (1) questionnaires used to collect data pada preliminary study stage and development; (2) a questionnaire (assessment scale) is used to assess the results of model implementation on the formation of productive characters. The preliminary study was conducted descriptivanalitis, to describe the analysis of the factual model of learning productive program, mainly teaching materials, learning methods, and evaluation, in shaping productive character. . On the basis of these findings, researchers formulate a model for the development of creative-productive programs.

RESULTS AND DISCUSSION OF RESEARCH

The results of the study consist of two, namely : (1) needs analysis of the development of creative-productive learning model to shape the production character of the Student, and (2) description of the factual model of creative-productive programming. The applied of teaching model can adopt from creative-productive learning model. The characteristics of the creative-productive model are characterized first, the intellectual and emotional involvement of students in the learning of decorating cake, facilitated through the provision of opportunities for students to explore the concept of decorating cake learned and interpret the results of exploration. This exploration allows students to interact with environment and their experience, as a medium for constructing knowledge.

Secondly, students are encouraged to construct their own decorating cake concept that is being studied through interpretation done in various ways such as observation to food industries, to outlets or to food stores, discussing among friends or lecturers, or experimenting. In this way the concept is not transferred by the lecturer, but is formed by the students themselves based on experience and interaction with the environment that occurs when exploring and interpreting. In this way the Student is encouraged to build the meaning of his experience, so his understanding of the phenomenon being studied increases. In addition, students are encouraged to come up with different points of view, relevant arguments to the same concepts / topics, this is one of the realizations of the nature of constructivism in learning

Third, students are given responsibility for completing joint tasks through exploration, interpretation and re-creation activities. Another experience, Students have the opportunity to help friends in completing a task. Togetherness, whether in exploration, interpretation and recreation, and the show of results is an interaction achieve that enriches the experience of the Students.

The last characteristic, that basically someone to be creative, must work hard, dedicated, enthusiastic, and self-confident (Erwin Segaldalam Black, 2003). In the context of learning, creativity is grown by creating a classroom atmosphere that allows students and lecturers feel free to review and explore. Lecturers ask questions that make students think, then ask the opinions of students from various perspectives. Lecturers encourage students to demonstrate or demonstrate important topics in the curriculum in their own way (Black, 2003).

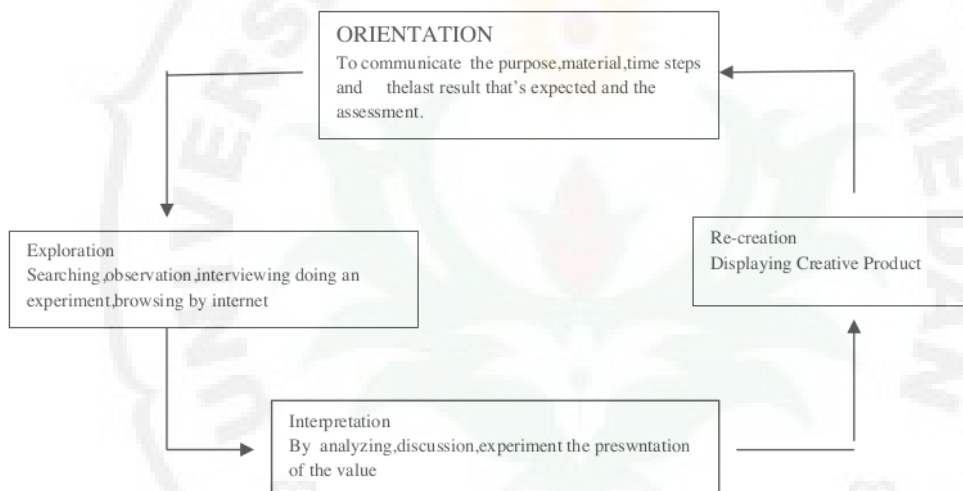
So the learning model is successful if applied correctly a) Material; decorating cake material suitable to be presented with this creative model is a material that demands a high understanding of actual values, concepts or problems in society and the skills of applying such understanding in the form of real work. b). Learning Activities; learning with creative-productive model, divided into 4 steps, namely: orientation, exploration, interpretation and re-creation. First: Orientation, in this activity begins with orientation, this activity is meant to communicate the task and step of learning. The lecturer communicates the purpose, material, time, step, expected end result, and assessment to be applied.

On this occasion, the First Student is given the opportunity to express his opinion about the steps or work, and how the assessment will be done and the expected results. Negotiations between the lecturer and the Student may occur, but at the end of the orientation it is expected to have an agreement. Second; Step Exploration, at this stage Students explore the concepts or problems studied.Exploration for the material can be done by reading, observing or observing, interviewing or experimenting, browsing through the internet. Exploration activities may be undertaken individually or in groups as agreed on time of orientation. The time for exploration is tailored to the extent of field to be explored, long-lasting exploration takes place outside of the learning hours and a short exploration can be done in the classroom. A brief guide should be prepared by a Lecturer that includes the intended objectives, materials, work, and expected outcomes. Third; The Step of Interpretation, after conducting exploration activities Students are assigned to interpret through activities of analysis, discussion, question and answer, or in the form of experiments.

Interpretation is done in teaching learning hours, exploration is done in groups, so each group presents the results of their understanding in front of the class. At the end of the interpretation phase, it is expected that all students have understood the concept or topic of the problem under study. Fourth; Re-creation stage, Students are given the task to produce something that reflects their understanding and concern for the concept or topic being studied.Re creations can be done individually or in groups according to the choice of each Student. The re-creations are

creative products decorating cake. While for the evaluation phase, evaluation of learning is done during the learning process and at the end of learning. During the learning process evaluation is done by observing attitudes and thinking ability of students.

In addition to the seriousness in doing the tasks, the results of exploration, the ability to think critically and logically in providing views, arguments, willingness to cooperate and think of shared responsibility are aspects that can be assessed during the learning process. Final evaluation is done on the creative-productive generated by the Students. Student involvement in the learning process and courses studied is clear and has an interest for their personality making learning more interesting, they become passionate, seriously and have real-life experiences that are benefits to their lives. The Implementation of The developed teaching model can be described as follows.



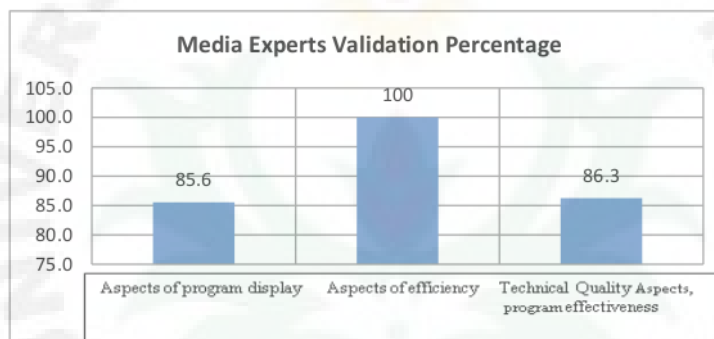
Gambar 1 : Chart stage of creative and productive learning model

The result of questionnaire of lecturers needs (100%) stated Creative-productive learning model has never been used in Decorating cake. Therefore, in the development of creative-productive model, it is necessary to develop a learning model in the form of Decorating Cake as a model of learning in order to increase creativity and productivity of learning which has orientation, exploration, interpretation, and re-creation. Questionnaire Results Students stated (52%) agreed, the model of creative-productive model development has not been too popular in Decorating cake learning.

Therefore it is necessary to develop productive creative models through the development of animation media in the Decorating cake course to enhance learning activities by developing orientation, exploration, interpretation, and re-creation. After obtaining the conclusion from the needs analysis, the next step is the collection of teaching materials. The collection of learning materials aimed at presenting the material on the media animation does not deviate from the curriculum. In the Decorating Cake course, the basic competence to be achieved is to make the dough of cake Decorating. The main subject in the cake Decorating is the definition of dough Decorating cake, various tools and materials for Decorating cake, Decorating cake techniques. Once the learning material is collected, it is followed by the initial product development stage.

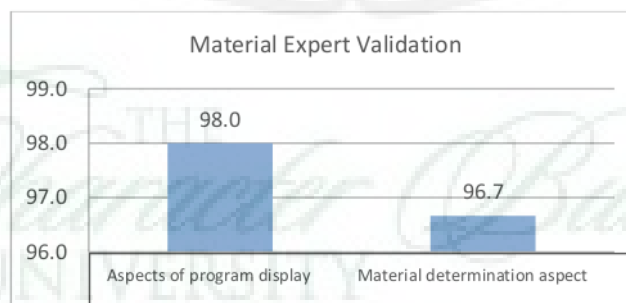
The analysis by the material expert on each aspect of the overall assessment is determined the average score in each category. The results are analyzed to determine the feasibility or not development of animated learning media based on orientation, exploration, interpretation, and re-creation in the Decorating cake course. The stage of this creative-productive learning module is the stage of re-creation, where students are given the opportunity to create decorating products of their own understanding. In this re-creation stage can be a stage where students can still realize more concrete lessons and involve them more actively in decorating lessons cake.

The design aims to develop creative-productive models through animation based on orientation, exploration, interpretation, and re-creation. Decorating cake is based on three aspects: program display aspect (90%), efficiency aspect (90%), and technical quality aspect, effectiveness (88.75%). Overall these three aspects are in very good criteria (89.58%). The average percentage result of expert media research can be seen in figure 2 below.



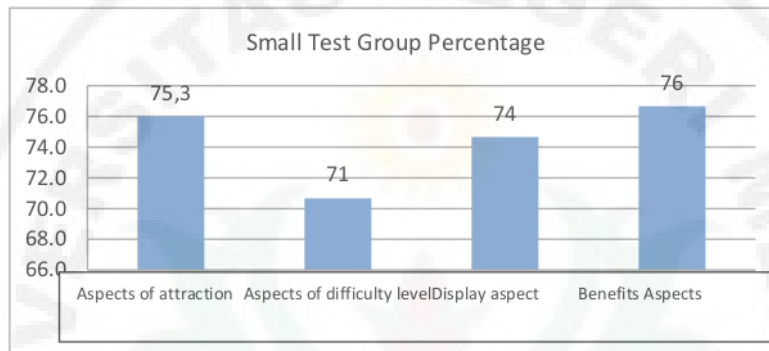
Pic 2: Acquisition of Animation Media Development Scores Based on orientation, exploration, interpretation, and re-creation In the Decorating Cake course by Media Experts.

Media experts assess the development of animation media based on orientation, exploration, interpretation, and re-creation on Decorating cake subject by education aspect (98,0%), material accuracy aspect (96,7%). Both aspects of the criteria are very good (97.35%). The average percentage result of the study of material experts is seen in Figure 3 below.



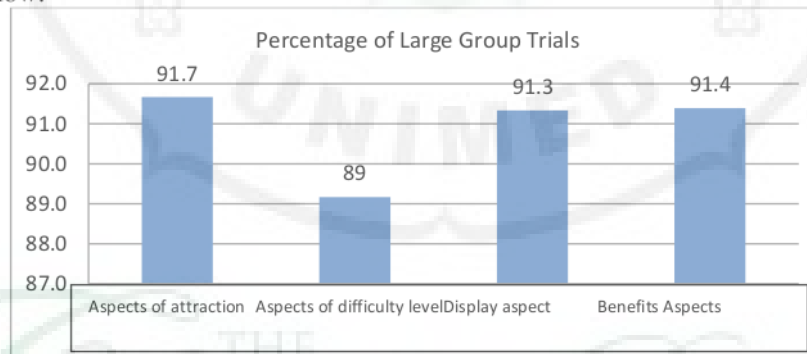
Pic 3: Obtaining Scores Developing creative and productive models based on orientation, exploration, interpretation, and re-creation In the Decorating cake course by the Materials Expert.

1 The result of the percentage of product experiment assessments according to the students on the aspects of attractiveness (75.3%), aspects of difficulty level (71%), display aspects (74%), and benefits (76%). Overall the criteria agreed (74%) percentage of product experiment in Figure 4 below.



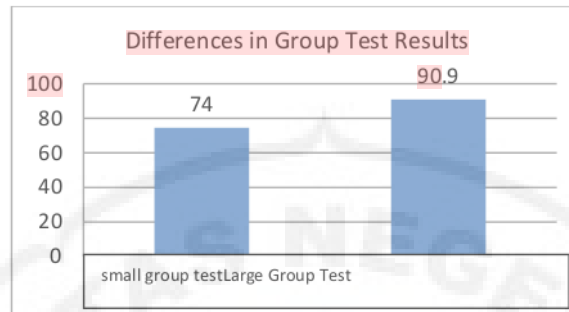
Pic 4: acquisition of Animation Media Development Scores Based on orientation, exploration, interpretation, and re-creation of the course decorating cake product trial

The result of the percentage of assessment according to the students based on the aspects of attractiveness appraisal (91.7%), aspects of difficulty (89%), display aspects (91.3%), and benefits (91.4%). Overall in very good criteria (90.9%) percentage the experiment of usage in figure 5 below.



Pic 5: Obtaining Scores of Animation Media Development Based on orientation, exploration, interpretation, and re-creation of courses Decorating cake trial usage

1 The results of the assessment on the development of animation media based on orientation, exploration, interpretation, and re-creation in the Decorating Cake course in general the response value from the Students is considered very agree, this is seen from product experiment and experiment usage increased from the student's response. Percentage of Product and Testing usage can be seen in figure 6 below:



Gambar 6 : Difference diagram of product trial and trial usage

Further product development results are validated by media experts and material experts. In the implementation, validation of media experts and materials experts to look at the animated learning media that has been developed, then the validator provides an assessment, comments and suggestions for improvement related to aspects that exist in the sheet of validation of media experts and material experts. In some cases, researchers ask directly and discuss with the validator about matters relating to aspects that still require improvement so that the resulting product is really worthy of use for learning activities.

On the validation of media experts, get score (90.63%), the media is feasible to use because the media display good image, animation, sound is good and attract the attention of Students so as to create interactive learning. Then the material expert gives an assessment (97.35%), that the decorating cake material is feasible because the material in the animated learning media is in accordance with the Curriculum, Syllabus, Learning Implementation Plan (RPP), Competency Standards (SK), Basic Competence (KD), Indicator and Learning Objectives.

The media product is revised in accordance with the advice of the media expert and after being declared eligible, the next is Product testing (small group), and pilot (large group) of learning media products. From the experiment (small group) states agree animation-based learning media orientation, exploration, interpretation, and re-creations used in learning. In the experiments (large groups) Decorating cake learning expressed strongly agree learning media based on orientation, exploration, interpretation, and re-kreasidigunakan in learning.

Based on the above findings, the need for concrete solutions through the application of creative-productive learning models on decorating cake learning. With the implementation of this productive creative-learning model, it is expected that students can obtain the principles of the experimental method that are preferred by the Student. This creative-productive learning model not only uses practical methods in learning, but also allows students to plan and reflect activities that have been obtained from practicum decorating cake through re-creation stage. Thus expected goal of decorating cake instruction that refers to the essence of decorating cake as a product that can enhance entrepreneurship, productive processes, and attitudes can be realized properly.

According to Clegg & Berch (2001) at the end of each lesson, students should be able to produce something so that what they have learned becomes meaningful, especially to solve problems that are often encountered in everyday life. Re-creations can be done individually or in groups according to the Student's choice. The re-creations are creative products that can be presented, displayed or acted upon. Based on the description above, it can be concluded that there are five stages in creative-productive learning strategies, among others: (1) orientation; (2) exploration; (3) interpretation; (4) re-creation; and (5) evaluation. Implementation in the

implementation plan of the lesson (RPP) can be classified in the orientation and exploration stage including in exploration activities, interpretation and re-creation stages including in elaboration activities, and evaluation stage including in evaluation activities.

CONCLUSION

Based on the results of research development that is done and the discussion that has been defined, can be taken some conclusions in the research as follows: 1) In this development research using productive-creative development model. This research develops instructional media based on orientation, exploration, interpretation, and re-creation. The material on learning media is Decorating cake material. From the result of validation by two media experts, obtained the assessment (90.63%), while from the validation by two material experts, it get assessment (97.35%). 2) Based on the results of questionnaires, responses Students who have done, orientation-based learning media, exploration, interpretation, and re-creation of learning Decorating cake received a response (90.9%) that the animated learning media based on orientation, exploration, interpretation, and re-creation attract attention, increase interest in learning, motivate and looks interesting so that the media declared effectively used as a medium of learning on learning cake decorating for student on Culinary art Department of State University of Medan.

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