

The Compulsory Curriculum Subjects Can Increase Students' Creativity and Interest in Learning

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Abstract. Courses that cover a variety of basic disciplines such as English and Indonesian often have difficulty maintaining student interest and involvement. Traditional learning methods which tend to be one-way and lecture-based are less effective in developing students' creativity and interest in learning. The compulsory curriculum subjects learning model offers an innovative solution by providing a more interactive and applicable learning experience. This method emphasizes contextual, collaborative and problem-based learning through relevant real projects, which is expected to increase students' active involvement as well as their critical and creative thinking skills. This research uses mixed methods to evaluate the effectiveness of this model. Quantitative data was collected through surveys and questionnaires, while qualitative data was obtained through in-depth interviews and observations. The research focuses on 4th semester students of the A1 Management Study Program at Bina Insan University who were randomly selected. The research results show a significant increase in student interest in learning and creativity after implementing the show-case team based project model. The interest in learning score increased from 3.2 to 4.1, and the creativity score increased from 3.0 to 4.0. Positive perceptions from students and lecturers show that this model is more effective than traditional methods in increasing learning engagement and motivation. However, implementing this model faces challenges such as the need for greater time and resources and the need for additional training for lecturers. The proposed solutions include effective time management, ongoing training for lecturers, and curriculum adjustments to support the implementation of this model.

Keywords: Learning; Curriculum; Language; Indonesia

INTRODUCTION

In the era of globalization and industrial revolution 4.0, creative skills and a high interest in learning are the keys to student success in facing challenges in the world of work. Courses that cover various basic disciplines, namely religious education, citizenship and Indonesian, are often faced with challenges in maintaining student interest and involvement. Traditional learning which tends to be one-way and lecture-based is often less effective in developing students' creativity and interest in learning in this general course. Traditional teaching methods, which tend to be one-directional and lecture-based, are often less effective in fostering creativity and interest in learning within these general courses. By providing a more interactive and practical learning experience, this model is expected to encourage active student engagement and develop critical and creative thinking skills. The compulsory curriculum subjects is a teaching method that requires students to work on real, relevant projects their results through seminars and social media with language learning materials. This model emphasizes contextual, collaborative, and problem-based learning, all aimed at enhancing student engagement and interest in learning. Interest in learning has the power to motivate learners to pay attention to their studies, creating a desire to take action or do something to learn and demonstrating that learners prefer learning as an activity (Juita, 2024). The implementation of the show-case team-based project model in college courses has great potential for enhancing students' creativity and interest in learning. By focusing on relevant real-world projects, students can directly experience the benefits of their learning, which in turn increases their motivation and engagement in the learning process. The rapid development of science and technology necessitates human resources that are responsive to these advancements, ensuring the success and effectiveness of education (Sar baitinil, 2024).

Interest in learning has the power to motivate learners to pay attention to their studies, creating a desire to take action or do something to learn, and demonstrating that learners prefer learning as an activity (Juita, 2024). An educator in the teaching process should be able to provide motivation and stimulate students' interest in the subject matter (Tanjung, 2024). By focusing on real, relevant projects, students can experience immediate benefits from their learning, which in turn increases their motivation and engagement in the learning process. One of the main problems is the lack of social involvement among students which can affect their interactions inside the classroom and outside the classroom (Wahyuni, 2024). The show-case team-based project learning is not just an innovation in teaching methods, but also a necessity in the modern era that demands high skills from every individual. Interest in learning is the primary foundation in effective and sustainable education processes (Sari, 2024). Through this research, it is hoped that effective ways can be found to integrate the show-case team-based project model, thereby improving the quality of education and producing graduates ready to compete in the global workforce.

METHOD

This research will employ mixed methods combining quantitative and qualitative approaches. Quantitative data will be collected through surveys and questionnaires to measure students' interest in learning and creativity before and after implementing The compulsory curriculum subjects learning model. Qualitative data will be obtained through in-depth interviews and observations to explore students' and lecturers' perceptions regarding the implimentation of t's model. The study focuses on fourth-semester Management A1 students at Bina Insan University, with classes selected randomly. Random sampling was used to recruit participants who met the criteria necessary to assess the research objectives (Novriansyah, 2024).

RESULTS AND DISCUSSION

Quantitative Approach

Quantitative data were collected through surveys and questionnaires administered to students before and after implementing the compulsory curriculum subjects learning model. Here are the results of the quantitative data analysis:

Student Interest in Learning

1. Pre-implementation Interest Scale: The average student interest score before implementing the project-based learning model was 3.2 (on a scale of 1-5).
2. Post-implementation Interest Scale: The average student interest score after implementing the project-based learning model increased to 4.1.
3. Statistical Analysis, t-test showed a significant increase in student interest in learning with a p-value < 0.05

Table 1 t Test

Variable	t Count	Sig
Interest to learn	3,652	0.001

The results of the t test above can be explained that the linguistic MK (X1) on creativity (Y) shows a t value = 3.652 which is greater than the t table value of 2.048 with a significant level = $0.001 < (\alpha) 0.05$, df (n-2) $30-2 = 28$ is 2.048.

Student Creativity

1. Creativity Scale before implementation:
The average student creativity score before implementing the project-based learning model was 3.0 (on a scale of 1-5).
2. Creativity Scale after implementation: The average student creativity score after implementing the show-case team based project learning model increased to 4.0.
3. Statistical analysis: A t-test shows a significant increase in student creativity with a p value < 0.05 .

Table 2 tTest

Variable	t Count	Sig
Mahasaiawa Creativity	2,512	0.018

The t-test results above indicate that the Language Course (X2) on learning interest (Y) shows a t-value = 2.512, which is greater than the table value of 2.048, with a significance level of $0.000 < (\alpha) 0.05$. The degrees of freedom ($n-2$) for $30 - 2 = 28$ is 2.048.

Qualitative Approach

Qualitative data were obtained through in-depth interviews and observations of students and lecturers. The following are the main findings from the qualitative data analysis:

Student Perceptions

1. **Active Engagement:**
The majority of students feel more involved and enthusiastic in learning through real projects. Students reported an increased sense of responsibility and ownership of assigned tasks.
2. **Improved Collaboration Capabilities:**
Students stated that they learned to work in teams and developed better communication skills. Collaboration on projects improves their ability to think critically and solve problems collectively.
3. **Relevance to the Real World:**
The projects given are considered relevant to the world of work and real life, thereby increasing their motivation to learn. Students feel that they can apply the theory learned in a practical context.

Lecturer Perception

1. Observation of Student:

Lecturers observe an increase in student involvement and active participation in the learning process. Lecturers report that students are more enthusiastic and take the initiative in working on projects.

2. Effectiveness of Learning Methods:

Lecturers feel that the show-case team based project learning method is more effective in teaching complex concepts compared to traditional methods. This model allows lecturers to provide more constructive and sustainable feedback.

3. Implementation Challenges:

Several lecturers identified challenges in terms of the time and resources required to design and supervise projects. Additional training is needed for lecturers to optimize the implementation of the show-case team based project learning model.

The research results show a significant increase in student interest in learning after implementing the compulsory curriculum subjects project learning model. Before implementation, the average learning interest score was 3.2, which increased to 4.1 after implementation. This increase can be interpreted as a positive response from students towards more interactive and applicable learning methods.

Influencing Factors:

1. Active Involvement in Projects:

Students who are involved in real projects feel more enthusiastic because they can see the direct application of the theory they are learning.

2. Relevance of Material:

Projects that are relevant to the real world make learning more meaningful and interesting for students.

3. Variations in Teaching Methods:

Team-based project show-case learning provides variations in teaching methods that are different from traditional lecture methods, thereby preventing boredom and increasing interest in learning.

Influencing Factors

1. Increasing Student Creativity:

Student creativity also showed a significant increase, with the average score increasing from 3.0 to 4.0 after implementing the show-case team based project learning model. This shows that students are more able to think creatively and innovatively.

2. Collaboration and Discussion:

Teamwork on projects encourages the exchange of different ideas and perspectives, thereby sparking creativity.

3. Supportive Learning Environment:

A conducive learning environment and support from lecturers in completing projects provides space for students to experiment and try new ideas.

Student and Lecturer Perceptions

Both students and lecturers showed a very positive perception towards the implementation of the compulsory curriculum subjects learning model.

Student Perceptions

1. Engagement and Motivation:

Students feel more involved and motivated in learning because they have more control over the projects they work on.

2. Skills Development:

Students report improvements in collaboration, communication, and time management skills.

3. Relevance and Application:

Students feel that learning is more relevant and can be applied in real life, increasing their learning satisfaction.

Lecturer Perception

1. Teaching Effectiveness:

Lecturers feel that this model is more effective in teaching complex concepts and increasing student engagement.

2. Observation of Student Progress: Lecturers observe a significant increase in student interest and creativity, as well as an increase in the quality of student work.

3. Implementation Challenges:

Some lecturers identified challenges such as the need for additional time to design and supervise projects, as well as the need for additional training for lecturers.

Challenges and Solutions

One common obstacle is the presence of learning difficulties among students, which can have a negative impact on their academic performance (Sorohiti, 2024).

Challenge:

1. Time and Resources:

Implementing the show-case team based project learning model requires greater time and resources than traditional methods.

2. **Lecturer Training:**

Lecturers require additional training to optimize the implementation of this model.

3. **Project Management:**

Ensuring that projects are relevant and aligned with learning objectives requires careful planning.

Solution:

1. **Effective Time Management:**

Develop strategies to manage time and resources efficiently, such as through collaboration between lecturers or the use of technology to support projects.

2. **Lecturer Training and Development:** Providing ongoing training for lecturers on the show-case team based project learning model and project management.

3. **Flexible Curriculum:**

Adjusting the curriculum to support the implementation of the compulsory curriculum subjects project learning model, including adjusting the schedule and allocating adequate time for the project.

Figure 1 show-case the team based project



Figure 2 shows the team based project



CONCLUSION

The implementation the compulsory curriculum subjects learning model in language courses, specifically religious education, citizenship and Indonesian, has proven effective in enhancing student creativity and interest in learning. Barriers and challenges often arise in the teaching and learning process in education. The research findings demonstrate significant improvements in both aspects, supported by positive perceptions from students and lecturers. Despite challenges in its implementation, appropriate solutions can help overcome these obstacles and optimize the benefits of this learning model. Thus, the show-case team-based project learning model can be a highly effective approach in higher education to produce creative, motivated graduates ready to face challenges in the workforce.

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