

Creativity Improvement Writing Narrative Views Through Project Based Learning Models with Instrumental Music

(Action Research in Class V Sd Lpi At-Taufiq, District Cempakaputih, Central Jakarta, Jakarta, in the Academic Year 2017/2018)

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Abstract:- This research aims to Enhance creativity Indonesian narrative essay writing through project based learning models with instrumental music learning in class V SD LPI At-Taufiq, District CempakaPutih, Central Jakarta, Jakarta, in the academic year 2017 / 2018. This research is a classroom action research, conducted collaboratively between Researchers and collaborators. Data collected through observation, testing and documentation. Data collection instruments were used that observation sheets, guidelines on the assessment tests and cameras. Data analysis with qualitative descriptive techniques statistics The results Showed learning project based learning models with instrumental music can Enhance students' creativity narrative essay writing. Improvement based on the quality of learning and behavior of students in the pre-action, the first cycle and the second cycle. Improvement can also be seen from the scores and percentages. The number of students who enter the category of creative pre-action as much as 3 students or 8:57%, First cycle 14 students 40% and cycle II 8 students Categorized as very creative and 21 students get creative category, meaning there were 29 students who completed or 82.85% of the total classical.

Keywords:- Model Project Based Learning, Instrumental Music, Creativity and Writing Narrative Essays.

I. PRELIMINARY

Indonesia's educational progress is not separated from the movements of creativity, change and renewal. Thinkers, designers, and educational controllers homeland are always working to improve the quality of education is increasingly moving towards improvement. Teacher learning centers that are fading and becoming obsolete. Even educators who embrace learning as it is not sold in schools are bona fide regular schools even have good vision. Educators must keep thinking, doing an innovation in learning, a way to combine theory, action, art, media and other ingredients. So no wonder if the teacher is called "high-level artists" by educational experts today.

Curriculum change from time to time also prove that Indonesian education continues to improve itself. The actors education, experts, teachers and volunteers continue to contribute so that this country has a well-established education system. One that does is to dibudayakannya school literacy movement. Some people consider the word of literacy was limited to asking the children to read and understand the reading. The reality literacy movement can not be separated from components other language skills, namely listening, speaking and writing. Literacy movement is also very closely linked to creativity, environment, critical thinking and social sensitivity. Meanings are quite extensive this is less noticeable, so there are some things in the literacy movement is quite negligible. One of them is writing.

According Zulela (2103: 31) "Writing is a series of activities of a person which includes ideas, an idea, a thought, an opinion which is new, which is derived from actual experience the author, using words that are good, arranged chronologically, by using clear sentences and paragraphs as well as written using EYD right, so it can be understood by others or reader".

The research raises the creativity of narrative writing. Still think Zulela (2013: 36) "is a narrative essay writing that contains the results of an object or topic that contains event / events, characters, settings extracted from the student experience". Meanwhile, because the variables to be researchers increase is the creativity it needs to be translated link between writing and creative thinking. Komaidi (2017: 15) says "creative writing is a process of how an idea is born and created by an author into an essay". For instance, what appears inspiration, and inspiration that settles in the mind and set forth in writing. Yarmi (2104: 8) states "writing is not only related to the use of grammar and punctuation; it is a process that can develop the ability to think dynamically".

In effect the teaching of writing narrative has been taught since elementary school third grade. If so, logically supposed elementary fifth grade students have been able to write the narrative well. However, the facts on the ground it is not compatible with what is estimated. From the observation

for nearly a year in Primary Schools At-Taufiq LPI Cempaka Putih, Central Jakarta, especially in class V the school year 2016/2017, the researchers saw a narrative essay writing skills, especially in terms of words or sentences kekreativitasan still very limited, but if they are already talking or telling a lot of things that can be extracted or expressed through writing. Based on the results of the pre-action of 35 students of class V, who likes to write only 5 people. The number of children who love to read is also very low. From the data the researchers get from 35 children who were asked to write a narrative essay, only nine children who managed to do the whole (introduction, contents, cover / conclusion) while the rest stopped mid-story. Even some children are only able to write a few sentences.

Factors that cause such diverse things, in the light of the students can be seen that, some students' difficulties and confusion from which they must start writing essays, as if suspended their minds, their imagination as closeted and difficult to remove. Some of them still regard the Indonesian language learning material in particular narrative essay writing is very unattractive and boring. In particular, they had difficulty in writing a narrative essay is as follows.

- Students difficulties in terms of ideas and gagasanya in writing due to hit the language standard and non-standard.
- Students trouble from which they must start the storyline.
- Students do not have the motivation and assume narrative writing is unimportant.
- Students lack confidence because of fear of being wrong in writing.

If these difficulties are not addressed, then there will be other problems worrying the lack of children's works in the country, besides the problems also lead to learning objectives will not be achieved and teachers will be considered a failure to educate its students. If left without corrective action, it will also affect the quality of schools in society. Moreover, At-Taufiq school is a private school that notabenenya should have more value in order to draw public attention.

Research relating to the above problem ever undertaken by AnggiRhosalia Lulu (2016: 173). Title of research is "Creative Thinking Ability in Writing Narrative Student Class V SDN in Gayungan Surabaya". The study, published in the Journal of Educational Studies and Research, State University of Surabaya managed to describe the creative thinking ability in writing narrative. Results from these studies are still many children who have creative thinking in narrative writing. Of the 97 children was only 6% were categorized as very creative and 45% considered creative. While the rest are in enough categories, and less creative. The study describes only hasil and does not provide a solution.

Based on the above problems, the researchers seek to make improvements in the form of a class action. According Suparno (2014: 145) simply "penelitian action is the research

conducted by the class teacher in the scope of the class with the aim to improve teaching practices in class". The statement asserted that the practice of classroom learning becomes the main goal. This study uses a model Kemmis & Taggart. Monochromatic (2013: 19) mentions this model is "the development of the basic concepts introduced Kurt Lewin, only on this model acting and observing rolled into one unity as both are integral action". Sudaryono (2014: 161-162) adds "in the plan, Kemmis using spiral of self-reflection system starts with a plan (planning), action (acting), observation (observing) and reflection (reflecting) and re-planning is the basis for a square off problem-solving".

Given the importance of these two models is necessary or appropriate teaching methods and to foster interest, motivation and creativity of students learning Indonesian in particular on the narrative essay material.

One model that is expected to be an alternative solution of such problems is the model of project-based learning. Marfiah (2017: 136) states that "learning model project based learning is a learning model that uses the project / activity as a medium". Teacher assigns students to explore, assessment, interpretation, synthesis and information to produce various forms of learning outcomes. Based on this, then this model can not be done in one session, usually conducted several meetings of learning, this is in accordance with the opinion of Ngalmun (2016: 189), he said "that the learning model project based learning is different from the models of learning more, because the model project based learning emphasizes learning activities that are relatively long duration, holistic-interdisciplinary, student-centered and integrated with practice and real world issues".

Model project based learning can also improve motivation, creative thinking and seriousness of students doing things. As content on the journal of Rohana (2016: 158), entitled "Implementation of PPA Model in Efforts to Improve Ability Concepts Creative Thinking and Mastery Students On Environmental Pollution Matter". National research seminar in Innovation Education Indonesia University of Education mentions that an increase in the ability of learners in mastering concepts that get learning project berbasisi significantly higher than dididk participants who received conventional learning.

To optimize the power of creativity it is necessary to add audio media in the form of instrumental music. Sheppard (2007: xvi) in his book "Music makes your child smarter" saying that "music is the perfect container to learn and every child needs to experience the pleasure that can be presented by the music". The expression also applies to instrumental music, because Philip Sheppard mentioned music in general. Meanwhile Chatib (2017: 107) explains that "the influence of music (Instrumental) in the learning process can not be separated from feeling comfortable and relaxed. The music can increase the serotonin students. This will reduce stress and tension".

The researchers used instrumental music is the instrumental music of the human teacher book recommendations MunifChatib work, including:

1. Sonata for Two Pianos in D, of Wolfgang Amadeus Mozart.
2. Canon in D, from Johan Pachelbel
3. Symphony No.38, of Wolfgang Amadeus Mozart
4. Walking on Clouds (The Seventh Heaven) of Govi
5. Nocturne in E Flat Major, of Frederic Chopin

Lots of researchers have shown that music can increase serotonin in the brain and also improve the cognitive abilities of children, besides music can also enable holistic brain. Blend between models project based learning and instrumental music are expected to help improve essay writing narrative creativity in children.

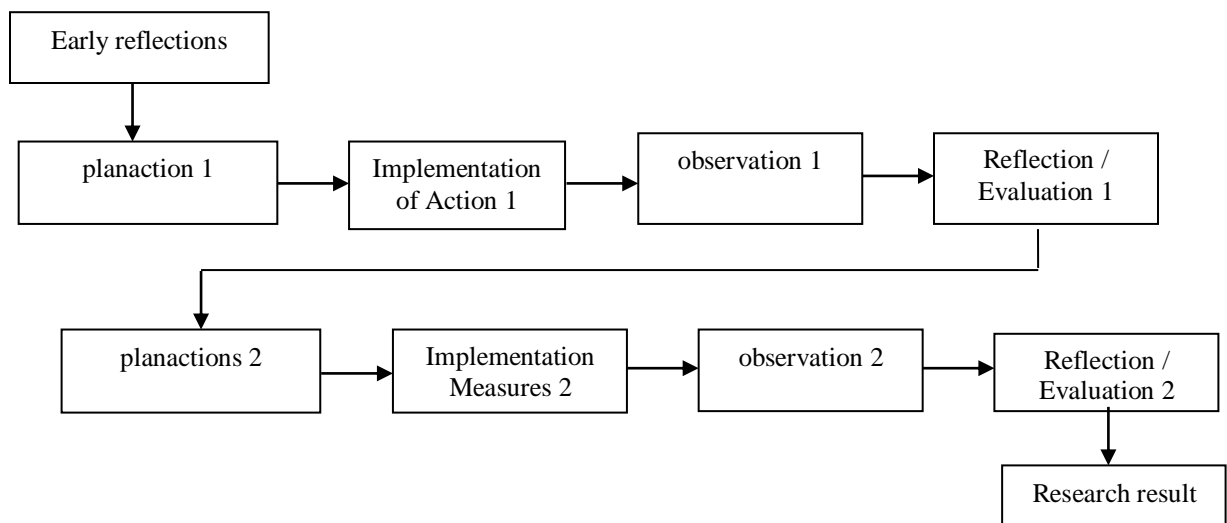
Based on the description above, it is necessary to do research on enhancing creativity essay writing narrative through the implementation of a model project based learning with music instrumental on the subjects of Indonesian students of class V SD LPI At-Taufiq District of CempakaPutih, Central Jakarta, Jakarta, year 2017/2018 lesson.

II. RESEARCH METHODS

Research methods used in this research is the study of action (Action Research). Action research design used in this study is a model of action research design and Mc Taggart Kemmis in the form of a cycle.

Images of the implementation cycle of action research can be seen as follows:

Fig 1:- Cycle execution Kemmis classroom action research and Taggart



Information:

A. Early reflections

Repeat activities or give tests to find and obtain preliminary data prior to the study.

B. Action Planning (Planning)

Action planning activities starting from preparing the learning device and data collection instruments. In addition, the important thing is to be prepared is to determine indicators of success achieved in the classroom action research.

The following table learning action plan narrative essay writing creativity through project based learning models with instrumental music

Basic competencies	The concept of Project Based Learning	Learning Activity Plan
<p>Indonesian :</p> <p>3.7 Elaborating concepts are interrelated in a text.</p> <p>4.7 Presenting the concepts that are interrelated in the text with their own language.</p> <p>IPS</p> <p>3.4 Exploring the benefits of unity and solidarity to build a harmonious life.</p> <p>3.5 Presenting the results of the excavation of the benefits of unity and solidarity to build harmony</p> <p>IPA</p> <p>3.5 Analyzing the relationships between components of ecosystems and Netting of food in the neighborhood.</p>	<p>1. Determining the project will be done. Learning begins by giving a problem, namely Indonesia shortage children reading from the children of Indonesia itself. From these questions provide the stimulus and motivation of teachers to students to find solutions together. Until finally all agreed to make a book of narrative.</p> <p>2. Design measures project completion.</p> <ul style="list-style-type: none"> • Students are given the material measures narrative writing. • Students are given a way to be able to write narratives creatively. • Students are given directives for received material composition or topics to be discussed. First by analyzing the narrative story selection, view a video or movie based on writing narrative and the last with a visit to the places which are associated with the community to find material (markets, terminals, cultural village) <p>3. Preparation of project implementation schedule. The project will be implemented during the first week of the three meetings.</p> <p>4. Completion of the project. Work on the project will be held on 14-21 May 2018.</p> <p>5. Presentation of the activities If you already meet the standards of creativity assessment of writing, the narrative will be collected and recorded, after it was exhibited at the end of the year.</p> <p>6. Evaluation of the process and results of operations. Teachers and students reflect on a series of activities which they have lived and their fruits. If they have not succeeded in Penialain then takes the next cycle.</p> <p>7. Learning Process instrumental music blaring already established on the lesson plan</p>	<p>Finding Topics</p> <ol style="list-style-type: none"> a. Students are given the opportunity to read a narrative essay that has escaped moderation. b. Students are given the opportunity to analyze the story in groups. c. Students are given the opportunity to disclose the results of the analysis of the stories they read. d. Other students were given an opportunity to respond. e. Students are shown a wide range of humanitarian issues through a video. f. Students are given the explanation that every problem must be a solution g. Teachers provide stimulus in the form of Q & A with the students to look for points solutions. h. Students also saw the film trailer Laskar Pelangi by Andrea Hirata and given the opportunity to bependapat on the content of the film i. Students are given the motivation and stimulus that solutions can be delivered in a ceirta unique, imaginative and have benefits. j. Students and teachers went to the residential community (outside the complex) and stopped in Market Rawasari to see and learn people's lives directly. k. Students are given the opportunity to interact with the community l. Students are given the opportunity to give their views about the discourse of making the narrative story. m. Students are conditioned to choose a topic that attracted his attention to be told by pouring concepts that came to mind. Students are given the opportunity to ask questions about topics to teachers and friends. <p>Writing and developing a narrative</p>

		<p>essay.</p> <ol style="list-style-type: none"> a. students are given the opportunity to write a narrative essay for 80 minutes. b. During the writing, the students played music instrument from the singer c. Once completed students and teachers do reflkesi d. Students waiting for their composition including the announcement whether or not the creative category. e. If the creative category already meet the standards then the story collection worthy of a book. f. If not, then there will be further action. Namely in the form of advanced cycles
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Table 1. learning action plan narrative essay writing creativity through project based learning models with instrumental music

C. Implementation Measures (Acting)

In the implementation of the action, everything has been planned worked out with the assistance of the observer. Implementation of a class action were created as a learning community.

D. Observation / observation (Observing)

The observations were made during the implementation of measures to see how effective the implementation of learning, and also to observe the enthusiasm (the behavior of) students during the learning activities.

E. Evaluation / Reflection (reflecting)

Reflection is an activity critically reviews all existing data. which will result in a change. Based on the results of teacher reflection collaborators conclude whether the actions taken have achieved the success of all indicators are defined or not, if not, shortages - shortages that occurred during the first cycle is planned to be fixed in the next cycle.

III. DATA COLLECTION TECHNIQUE

A. Data process

- *Observation sheet*

The instrument used to collect data at the time of observation before and during the process of the action takes place is to use the observation sheet. In this study, the teacher and student activity data observed using the observation sheet teacher activity and student activity rating scale. The goal is to illustrate how the activities of teachers and students before and during the process of the action takes place. Sheets initial observation before being given the action and observation sheets during the process of action through project based learning models with instrumental music in the appendix.

- *Field notes*

Note This field contains a description of the events during the study. The field notes describe the process of learning activities carried out in SDS At-Taufiq, District CempakaPutih, Central Jakarta, Jakarta, in the academic year 2017/2018, which are grouped into three sections, namely early learning activities / introductory, core activities and events learning cover / end.

B. Data Results

- *Lattice Instruments*

Grating instrument creativity narrative writing pengumpuluan Indonesian students in research data derived from the conceptual and operational definitions of these variables and can be described as follows:

1. Conceptual definition

Creativity Indonesian narrative writing is a process of creative thinking (combining wit and imagination and express their thoughts and feelings) in a narrative essay writing activities.

2. Operational definition

Creativity Indonesian narrative essay writing is a way of creative thinking in writing a narrative essay Indonesian language study in the form of scores obtained on an assessment of the narrative essay writing creativity test Indonesian students by using the test in the form of demonstrations.

Based on the conceptual and operational definitions of the above, it can be arranged indicators that will assessed to see the creativity of narrative writing as follows:

NO	Aspect	descriptors	Score	Quality
1	Smoothness (fluensi)	The results showed the smooth narrative student essay if within 75 minutes the number of words used in more than 200 word essay.	5	Very smooth
		The results showed the smooth narrative student essay if within 75 minutes the number of words used in the essay between 150-199 words.	4	smooth
		The results showed the smooth narrative student essay if within 75 minutes the number of words used in the essay between 100-149 words.	3	quite smoothly
		The results showed the smooth narrative student essay if within 75 minutes the number of words used in the arrangements between 50-99 word.	2	Not that smooth
		Fabricated narrative student showed no fluency if within 75 minutes the number of words used in the composition of less than 50 words.	1	Not smooth
2	Flexibility (flexibility)	Fabricated narrative student show flexibility if there is diversity in the form of a sentence: (1) simple, composite, and complex, or (2) declarative sentences, inerogatif, and eklamatoris, or (3) the length of sentence (short sentences of less than five words, sentences length of more than ten words). If there is flexibility in content or ideas that include (1) the imagination as to whether the samples show a rich imagination or not, or (2) the extent to which a bouquet of fantasy that only contain fact or fantasy.	5	very flexible
		Fabricated narrative student show flexibility if it meets four criteria.	4	lithe
		Fabricated narrative student show flexibility if it meets three criteria.	3	flexible enough
		Fabricated narrative student show flexibility if they meet two criteria.	2	Less flexible
		Fabricated narrative student does not show flexibility, if only one or one that meets the criteria.	1	inflexible
3	Authenticity (originality)	The results show the authenticity of the narrative student essay covers (1) title, (2) solving the ending, (3) humor, (4) the characterizations, and (5) style of writing.	5	very original
		The results show the authenticity of the narrative student essay if it meets four criteria.	4	Original
		The results show the authenticity of the narrative student essay if it meets three criteria.	3	quite original
		The results show the authenticity of the narrative student essay if it meets two criteria.	2	Less original
		Fabricated narrative student does not show the authenticity if only one or no one else met the criteria.	1	Not genuine
4	Of detail (elaboration)	Fabricated narrative student show of detail if (1) his writing lively and interesting. (2) essays rich in expression of feelings. (3) The composition has an element of empathy. (4) Authorship in volve itself in events or express opinions. (5) The direct words of the speaker.	5	very Detailed
		Fabricated narrative student show of detail if it meets four criteria.	4	detailed

	Fabricated narrative student show of detail if it meets four criteria.	3	Detailed
	Fabricated narrative student show of detail if it meets four criteria.	2	Less Detailed
	The results showed no narrative student essay of detail if only one or no one else met the criteria.	1	Detailed photo

Table 2. Creative Writing Assessment indicators Munandar

• *Type Instruments*

1. Instrument Type Qualitative.

The qualitative data obtained through observation sheets and field notes.

a. Observation

The tools used to observe is observation. Observation guide contains the indicators that are designed based on the focus of research. Tujuannya is to describe things that happen in the process of action research.

b. field notes

Notes field contains a description of the events during the study. The field notes describe the process of learning activities carried out in class V SDS At-Taufiq, District CempakaPutih, Central Jakarta, Jakarta Province.

C. *Quantitative Instrument Type*

Quantitative data obtained from the results of tests of creativity to write narrative Indonesian students who planned to be performed three times, the pre-action test, test and test cycle I Cycle II. The tests used to measure creativity Indonesian narrative writing through learning project based learning model with instrumental music in this study a written test in the form of performance. These tests were performed after the action in each cycle. This test aims to determine the extent to which the increase creativity Indonesian narrative writing through learning project based learning model with instrumental music during the learning process.

Performance assessment tests to measure creativity Indonesian narrative writing class V students SDS At-Taufiq, District CempakaPutih, Central Jakarta, Jakarta, this 2017/2018 school year based on the indicators Indonesian narrative writing. Under an agreement with the collaborator, taking into account the ability to write narrative Indonesian beginning, this research is successful if 80% of students were able to obtain a score on a creative level (13-16) and very creative (17-20) on creativity tests Indonesian narrative writing. The following table is presented assessment levels

NO	scores Ratings	Quality Rankings
1	17-20	Very creative
2	13-16	Creative
3	9-12	Creative enough
4	5-8	Less Creative
5	1-4	not Creative

Table 3. Depth Writing Assessment

IV. RESEARCH RESULT

In this study, researchers divided in three parts, namely, the pre-action, action first cycle and the second cycle. The elaboration is descriptively with reference to the results of these studies.

A. *Initial conditions*

Pre actions performed on Thursday, April 26, 2018. The activities carried out in the form of a preliminary study in order to get an initial picture of the Indonesian creative writing students. Based on the initial results before taking action, it can be seen that the creative writing students the following narrative.

NO	Aspects / Activity	Creativity Writing Narrative Students Early
1	Number of Students Following Learning	35
2	The number of students who take the test evaluation	35
3	highest score	14
4	lowest score	0
5	The number of students categorized as very creative	0
6	The number of students who enter the category of creative	3
7	The number of students who enter the category of creative enough	6
8	The number of students who enter the category of less creative	2
9	The number of students who enter the category of uncreative	24
10	Percentage of completeness (creative)	8.57%

Table 4. Recapitulation of creativity to write pre-action narrative

The table above shows that the students are still difficulties in writing narrative Indonesian. The number of students who were able to write to complete only 9 people, and of the nine men, only three people who entered the creative category (8.57%) and none were categorized as very creative (0%).

B. First cycle

In the first cycle conducted three meetings, ie on 21, 22 and May 24, 2018 can be seen an increase in the power of creativity to write a narrative essay Indonesian students. It can be seen from the table the creativity of narrative essay writing students in cycle I.

NO	Aspects / Activity	Creativity Writing Narrative Students Early
1	Number of Students Following Learning	35
2	The number of students who take the test evaluation	35
3	highest score	15
4	lowest score	0
5	The number of students categorized as very creative	0
6	The number of students who enter the category of creative	14
7	The number of students who enter the category of creative enough	7
8	The number of students who enter the category of less creative	7
9	The number of students who enter the category of uncreative	7
10	Percentage of completeness (creative)	40%

Table 5. the creativity of writing the first cycle

Based on the above table it is known that the highest score was 15 and the lowest score is 0. Students on a very creative still 0%, but increased significantly in the creative category. The number of students who enter the creative categories are 14 people or 40% of the total number of students. This shows that the intended target of 80% of researchers are still not yet been reached. The improvement that occurred in the first cycle has not yet been reached but the researchers see progress in expressing ideas and the idea began to emerge from each individual student and making researchers optimistic in the next cycle.

C. Cycle II

In the second cycle conducted three meetings, ie on 30, May 31 and June 4, 2018, an increase which is quite satisfactory. It can be seen through the following table which shows that more than 80% of students in the category of creative and very creative. This means that to achieve mastery of researchers has been fulfilled.

NO	Aspects / Activity	Creativity Writing Narrative Students Early
1	Number of Students Following Learning	35
2	The number of students who take the test evaluation	35
3	highest score	19
4	lowest score	9
5	The number of students categorized as very creative	8
6	The number of students who enter the category of creative	21
7	The number of students who enter the category of creative enough	6
8	The number of students who enter the category of less creative	0
9	The number of students who enter the category of uncreative	0
10	Percentage of completeness (creative)	82.85%

Table 6. The creativity of write cycles II

The table above shows that the students were categorized as very creative amounting to 8 people (22.85%), students who enter the creative category amounted to 21 (60%), students who enter the category of creative enough amounts to 6 people (17.14%) and students are categorized as less creative and uncreative amounted to 0 (0%). Making the percentage of success is the number of students who enter the category of very creative and creative which in total amounted to 29 people (82.85%), this indicates that the minimum completeness study of creativity writing to be achieved investigators have been met, ie 80% of students categorized as very creative and creative.

D. Product Forms

Products made by students is a book of short stories (short story anthology), which will be the work that not only readable but also could be traded. This is of course in addition to hone the entrepreneurial spirit of creativity also teach students early on. Here are the contents of a book to be published by Imprint Publisher and will be launching this end in July 2018.



Fig 2:- Cover the book

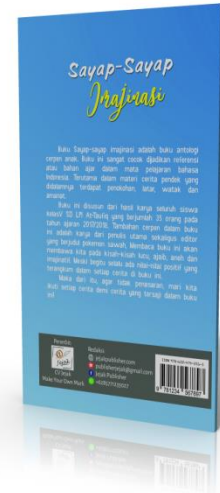


Fig 3:- Cover the book

Seseorang yang Pantang Menyerah
Karya: Dzaky Abdurrahman Freesmartly

Pada malam yang sunyi di suatu kota, ada anak yang bernama Dzafran yang berkeinginan menciptakan mesin-mesin yang langka. Dzafran sering mencari kesunyian guna mendapatkan inspirasi. Suatu hari, saat dalam kesendirian dan kesunyiannya itu, dia menemukan sebuah batu yang mengkilap dan berat. Batu tersebut dibawanya pulang, sampai rumah dia kelelahan dan langsung tertidur.

Keesokan harinya dia membawa batu itu ke perpustakaan besar untuk mencari informasi dari beberapa buku yang ada. Dia ingin tahu jenis batu itu dan kegunaannya. Saat sibuk mencari buku, dia tak sengaja melihat sebuah buku yang berjudul Ozonium. Batu tersebut adalah batu yang sangat langka di dunia.

Dia pun langsung mengambil buku tersebut untuk dipelajari. Saat membaca Bab 1, dia menemukan ciri-ciri dari batu Ozonium. Semua ciri tersebut sama persis dengan batu yang dia temukan. Halaman demi halaman dia baca dengan penuh ketelitian, sampai akhirnya dia menemukan salah satu kegunaan batu tersebut. Ternyata batu Ozonium adalah bahan baku untuk membuat mesin waktu. Dzafran sangat senang, karena cita-citanya dalam membuat benda-benda langka dalam bidang sains akan terwujud.

Dzafran pun mencari tahu cara membuat mesin tersebut. Setelah membaca secara detail, dia pun langsung mencoba membuatnya sendiri. Kecerdasan yang dimiliki Dzafran sungguh menakjubkan, mesin

6 | A. Hidayat

Fig 4:- Examples of student writing in a book

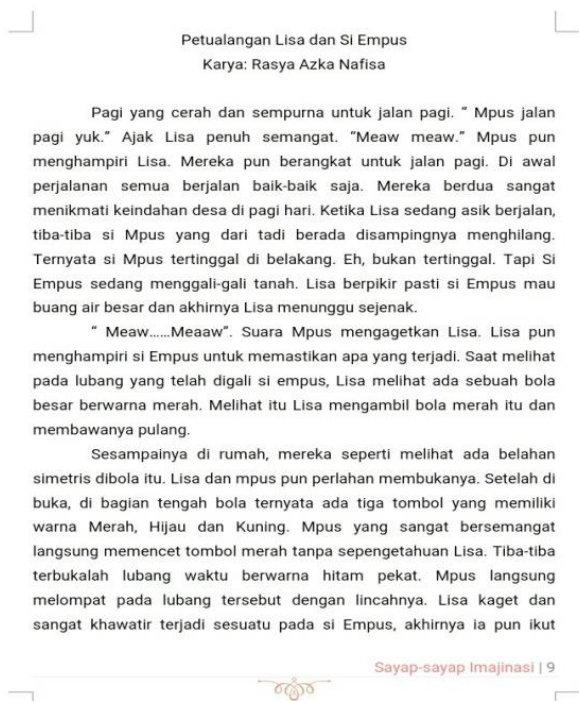


Fig 5:- Examples of student writing in a book

V. DISCUSSION

Based on the actions taken in the first cycle were carried out on 21, 22 and May 24, 2018 and the second cycle which was held on 30, May 31 and June 4, 2018, through the implementation of a model project based learning with instrumental music in the teaching of writing narrative Indonesian shows that learning occurs in every cycle of creativity enhancement Indonesian narrative writing class V SD LPI At-Taufiq, District CempakaPutih, Central Jakarta, Jakarta Province.

Learning to use a model project based learning is very positive effect in improving students' motivation and interest in writing. Interest and motivation of students is very low in the writing become extremely high when they know that their work will be a book that will be read by many people. The book is now in the process of publication in Publisher Footprint deng title Imagination wings.

Their creativity in writing also evolve their seriousness in completing the project, coupled with instrumental music media that actually stimulate their imagination in narrative writing.

For more details, researchers gave comparison of the results of creativity to write a narrative on eachcycle, which is as follows.

NO	Aspects / Activity	Results Writing Narrative Student Creativity		
		Early	First cycle	cycle II
1	Number of Students Learning Following	35	35	35
2	Top scores	14	15	19
3	lowestscore	0	0	9
4	The number of students categorized as very creative.	0	0	8
5	The number of students who enter the creative category.	3	14	21
6	The number of students who enter the category of creative enough.	6	7	6
7	The number of students who enter the category of lesscreative.	2	7	0
8	The number of students who enter the category is not creative.	24	7	0
9	The number of students who completed individually (creative and very creative)	3	14	29
10	The number of students who did not complete individually	32	21	6
11	Percentage of classical ketuntantasan	8.57 %	40%	82.85%

Table 7:- Comparison of the creativity of eachcycle

The results are the shape of the hardwork of students who want their writing into a book. Also the result of the collaboration between the school, parents and researchers who want the best results for their child. They have succeeded, anthology of short stories entitled wings of imagination was launched in late July 2018.

Based on the observation of the early studies prior to the act of learning to write narrative Indonesian elementary fifth grade students LPI At-Taufiq, District CempakaPutih, Central Jakarta, Jakarta through project based learning models with instrumental music researchers found a number of facts that:

- Students welcomed the arrival of investigators, but when the researchers expressed his intention to ask the students to make a narrative essay on their faces changed. Many of them complained, they were not interested in writing a

narrative essay. Their reasons vary, such as boring, it was useless, tired, untalented and many other reasons.

- Conditions are so active students, with the number of men 20 people classroom atmosphere is so very crowded and less favorable, despite being conditioned by the respective homeroom.
- Indonesian students use in conversation, but many of them wearing less polite language, such as Lu, Cave, Anjay, Anjir, Bego, and other inappropriate language. It is recognized the school and be very aware of. The Kajidain for students affected by social media that presents content does not correspond with the kids, plus they diperkotaan very risky to environmental conditions were not good.
- Until the time limit fabricate predetermined, ie 60 minutes, are still many students who have not completed their narrative writing. When researchers gave extra time, they even refused. Condition that they show up easily create a narrative essay result was not optimal. Of the 35 students who attended, only 9 people who were satisfied with their writing. The rest is still hanging, paper and even many students are still empty. This made the researchers are increasingly eager to research and help the school to the problem.

These problems can eventually be resolved learning project based learning model with instrumental music. Researchers hope that the power of imagination and the child's motivation to write and work is always there and attention, because it will become the forerunner to the establishment of the golden generation of characters to support Indonesia in the future.

According to Aziz (2009: 1) in the journal giftedness and creativity is said that "creativity is essential for individual and social life, because it is responsible to develop education. Still on the same data, writing is divided into two types of academic writing and creative writing. Creative writing has meaning as the act of writing to express thoughts and feelings in the form of imaginative, spontaneous and genuine. Unfortunately, the level of students' writing skills are still very low, but the creative abilities often appears in children, but because it is not developed, this capability will decrease with age".

VI. CONCLUSIONS AND IMPLICATIONS

A. *knot*

Based on the discussion of the results of research that has been done, drawn the conclusion that the application of learning models *Project based learning* with instrumental music can enhance creativity narrative writing elementary fifth grade students LPI At-Taufiq, District Cempak Putih, Central Jakarta, Jakarta Semester of academic year 2017/2018.

Conclusion the above in accordance with the results of the study are as follows:

- Implementation of project based learning model with instrumental music learning can increase student motivation in writing the narrative. They have a target and a great desire in writing in order to create a project that they can remember.
- Implementation of project based learning model learning to instrumental music can enhance students' creativity narrative writing. In the first cycle in the classical completeness reaches 40%, then increased in the second cycle into 82.85%. It is significant research has been successful in the second cycle for the classical mastery learning students have achieved success indicator of research that is at least 80%.

B. *implication*

Based on the overall results of the research that has been done, can give input to all the teachers who teach in primary schools, as consideration in choosing learning approaches in accordance with the characteristics of students, especially those related to creativity Indonesian narrative writing. Therefore, put forward some implikasi as follows:

- Researchers applied learning project based learning model with instrumental music to enhance the creativity of Indonesian students write narrative.
- Indonesian language learning can be developed to implement the project based learning models with instrumental music can provide motivation and serenity in learning.
- Implementation of project based learning model with instrumental music learning requires students to be more serious and disciplined in learning, so that the teacher acts as a facilitator, and learning will be more meaningful for students.
- Learning through project based learning models with instrumental music can enhance students' creativity in writing. Imagination and ideas that appear to make writing narrative becomes not difficult for students.
- Implementation of project based learning models with instrumental music is not only able to increase creativity in writing, but also can improve the ability of reading, listening, and speaking students.
- Teachers should use learning techniques are varied so that students feel challenged so that students interested in conducting learning activities.

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