HORTATORI
Jurnal Pendidikan Bahasa dan Sastra Indonesia

Volume 5 Number 1 (2021), 14-27
ISSN 2579-7832 (Print) | ISSN 2579-7840 (Electronic)

Research Article

INFLUENCE OF CREATIVE PROBLEM SOLVING MODEL INTERACTION AND LOCAL WISDOM APPROACH TO THE ABILITY TO PRODUCE LITERARY WORKS

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Abstract: Local wisdom has its own value and function in society. In addition, local wisdom is part of the culture in society which is an integral part of the language and society itself. In this case, how to explore the potential of local local wisdom and bring it up in a literary work. The purpose of this study was to determine and describe the effect of the local wisdom value approach and creative problem solving models on the ability to reproduce students' literary works. From the results of the study using a two-way analysis of variance with a significant level of 0.05, it was obtained that the F_0 value was smaller than the F_{tabel} value, namely 0.039 <4.08 and sig. = 0.536> 0.05. There is a significant effect of creative problem solving models on the ability to produce literary works. From the results of the study using a two-way analysis of variance with a significant level of 0.05, the F_0 value is greater than the F_{tabel} value, namely 5.635> 4.08 and sig. = 0.023 <0.05. There is a significant influence the local wisdom approach has on the ability to produce literary works. From the results of the study using a two-way analysis of variance with a significant level of 0.05, the F_0 value is greater than the F_{tabel} value, namely 11.949> 4.08 and sig. = 0.001 <0.05.

Keywords: local wisdom, creative problem solving models, reproduction of literary works

Article History: Received: 20/05/2021; Revised: 11/06/2021; Accepted: 15/06/2021; Published: 30/06/2021.
How to Cite (MLA 7th): Fransori, Arinah, and Ade Siti Haryanti. "Influence of Creative Problem Solving Model Interaction and Local Wisdom Approach to the Ability to Produce Literary Works." *Hortatori: Jurnal Pendidikan Bahasa dan Sastra Indonesia* 5.1 (2021): 14–27. Print/Online. **Copyrights Holder:** Arinah Fransori, Ade Siti Haryanti. **First Publication**: Hortatori: Jurnal Pendidikan Bahasa dan Sastra Indonesia (2017).

Introductions

Culture is basically created thanks to human wisdom. Culture is realized because everyone gets the usefulness of wisdom in culture. Therefore, alignment needs to be done so that all three can continue to correlate with one another. The relationship between literature and society which is associated with differences in nature, literature as the nature of invention and society as the nature of reality, does not produce a meaningful relationship between the two. local literature comes from the community and is written for the benefit of society. Literary elements are identical with elements of society. Society and literature are both formed on the basis of the symbol system, society through an expressive symbol system, while literature, through its first model system, namely language, is a symbolic system of arbitrators (Ratna).

Along with the times, literature, culture and society are growing. The conditions of the three are affected by the speed of movement in the conditions of social life in the midst of the development of the lifestyle of modern society. These developments affect the conditions of creation of general literary works and the development of regional literature in particular. Paying attention to the current conditions, regional literature is also affected and eroded by the times. In its aspect, in the era of technological

development today regional literary revitalization must be carried out intensively. Do not let tradition as a cultural heritage disappear in the middle of time. Various parties must also encourage the spirit of literature and the movement to love regional literature. The community must also work to create enthusiasm for young people to get to know the area to be preserved.

Based on this background, it is necessary to periodically develop and develop in the activities of literature or reproduce literature. Through the approach of local wisdom, the potentials, elements of culture and habits that exist in various regions are characteristic of the Indonesian nation. According to (Ratna) countless local wisdoms exist in the archipelago, which as a whole can be used in character education while sustaining national stability, while this research (Wahyuni) examines a short story that has local wisdom values in it. In this research, it shows the role and function of local wisdom in the community that appears in the short story. Besides that, there is this research (Helmon and Rahardi) which discusses the oral tradition of Torok in the Manggarai community which also contains local wisdom values. In this case, there are many links to literary works in their formation based on community life and local wisdom values. Therefore, according to this research, it can be discussed about creating a new literary work based on the value of local local wisdom. On the other hand, the idea emerged to design an environmental education curriculum based on local wisdom. Such as this research (Bakhtiar) which emphasizes the development of aspects of the educational curriculum based on the culture and treasures of the people in schools. This research shows the patterns of local wisdom that appear in the principles of the environmental education curriculum.

Then how is the application of the learning model with local wisdom values? This study (Pornpimon et al.) examines the stages of its implementation carried out with 12 participants and a team of researchers who were recorded in the seminar room of the Faculty of Education, Khon Kaen University. The research shows the need to develop a community culture in unique local wisdom and and the main source of income for all people who benefit the economy in Thailand both in the community and nationally. In addition, he suggested that aspects of local wisdom need to be developed and become a focus in facing changes in global society.

Local wisdom is basic knowledge obtained from living in balance with nature. This relates to the culture in the community that is collected and passed on. Local wisdom grows and develops in society, but in line with development and education there is a shift. School-based education and the development of technolobi neglect the importance of local knowledge and wisdom. Moreover, the current development of globalization which focuses on economic growth, forgets the values of local wisdom. But over time there was awareness to overcome these problems, the balance between social and environmental began to be promoted. Arrange traditional wisdom and remaining knowledge, then integrate it with existing new knowledge. Become a new step to develop local knowledge and wisdom in the community (Mungmachon).

Local wisdom is a variety of forms of wisdom that exist in certain regions, used for generations as a means to realize social resilience (Ratna). In this case the forms of local wisdom that exist in the community appear in writing or implied in the culture, customs and regional literary works in the community. Each region based on historical background, the process of community life has stories, saga, tales, legends or folklore that represent the characteristics of the region and become a form of local wisdom of the region. Based on this, too, it is worth exploring from these elements that stories are local wisdom and then reproduced into a more interesting form of literature and still retain the authenticity of the story. In this case the main goal is to develop and introduce elements of local wisdom, regional literature, culture and other aspects to the younger generation and society in general. This research (Suratno et al.) was intended to associate the products of biotechnology research with the innovative life-based local wisdom learning and developed local wisdom. the integration of life-based learning and local wisdom in regard to the development of biotechnology was able to be implemented at school, university and the community.

In order to create relevance between local wisdom, local literary works and the process of reproducing literary works, positive activities are carried out that can develop the ability to write and create works. Therefore, a method or model can be used that can assist in reproducing and developing the literary works of the area. Thus, a creative problem solving model is used to help the process of reproducing literature.

This research (Suratno et al.) discusses local wisdom in the flow of capitalism in a short story. What is the role of short stories that bring out local wisdom values. In this case, it means that each value

has a form and form of local wisdom, as well as what the local wisdom stories in the community want to explore. In addition, according to (Selasih and Sudarsana) the study of local wisdom integrated into ethnopedagogical studies based on educational practices and sourced from the cultural values of a tribe or cultural standards, it needs to be developed. In the process, it is developed in learning, therefore teachers must be visionary, innovative and creative in order to face the era of globalization which is full of challenges, competition and uncertainty.

Character education can also be formed in the local wisdom of an area. Where a person lives affects his character and water. Similar to literary works, the creation of a literary work can also be built by the local wisdom of an area. Based on research, build character, based on aspects of education in elementary schools. Character education is also in the form of local wisdom or local knowledge learned through the national language, Indonesian. For example in Balinese society, the theme focuses on Hindu philosophy and children can learn moral character contextually (Rasna and Tantra). This research also develops the character of the characters in the story based on local wisdom values and students' creative thinking.

The purpose of this study was to describe the influence of the approach of local wisdom values and creative problem solving models on the ability to reproduce the literary works of students of Indraprasta PGRI University. Not many have studied aspects of local wisdom and brought it up into literary works. Then the target that will be achieved from this research is to improve the ability to literature or reproduce literary works, so that students will be more skilled in writing activities. Given the importance of the ability to literature and write literature for students, this research needs to be done .

Based on this, a creative problem solving model is chosen to help in the stages of writing and reproducing literature. According to (Totiana et al.) there are many factors that influence the success of learning or writing, one of which is the use of learning models. Variations of learning models that may be applied to overcome these problems are creative problem solving models that provide ideas or problem solving through systematic techniques in organizing creative ideas to solve problems. In this case the model stage is the writing stage with the concept of finding creative facts/concepts based on aspects of the problem (problem) and solution (solution). The stage is done by paying attention to concepts finding fact, idea finding and solution finding. In this case the step taken is to find the facts in a regional literary work (elements of local wisdom) and then find ideas to reproduce literature and find solutions for reproductive results made. Thus, it will create a process of reproducing literature which aims to improve the ability to write and literature. In addition, the process will also help maintain the elements of local wisdom in the community and introduce various regional literary works throughout the archipelago.

Writing is an activity of expressing thoughts, ideas, feelings, ideas into written form that is systematically arranged and can be understood by its readers. Writing is a skill to communicate indirectly, not face to face with other people. Writing is essentially a productive and expressive activity. In writing activities, the writer must be skilled at utilizing the language structure, vocabulary and writing style. This writing skill does not come automatically, but must go through many and regular exercises and practices.

Literary writing activities are activities that symbolically communicate events or stories created by the author and can be read by the reader. Literary writing is essentially aimed at providing entertainment to the public/readers and providing fun fantasies for the reader. In addition, the purpose of writing literature is to provide a message/message that serves as a medium of learning for the community. However, the content and creation of a literary work is influenced by the conditions of the people (Emzir and Rohman).

Then how, to write an appropriate literary work, is it only by presenting or issuing ideas/opinions into writing. (Kosasih) argued wrote by using emotion, meaning here the task of an author is to treat topics that will be written according to the emotions of his own conscience. The words written and unable to evoke an "emotion" atmosphere, often make the literary work feel bland and unattractive. But the words do not have to be made, but are written naturally, let it flow as it is so that it will create a work that is fresh, interesting and natural. Choosing words requires neat and creative details. The selection of ordinary words, without any emotional touch, will not be so attractive to the reader.

Based on the description, the right writing stage is to pay attention to the purpose and function of writing. How the role of a literary work that we create can be understood and accepted by its readers. Become a writer who is able to convey interesting ideas, stories and ideas. Creating a story that contains

emotions and attracts the attention of its readers. In addition, it is able to describe and reveal in detail the atmosphere and story ideas that inspire and explore the hearts of its readers.

Writing with the learning model will help at the writing stage. In addition, the learning model is defined as a systematic procedure in organizing learning experiences to achieve learning goals. Can also be interpreted as an approach used in learning activities. Learning approach is the teaching activity in choosing learning activities, whether the instructor will explain a material or teaching arranged in a particular order or with certain material related to each other at different depths, or even with integrated theories in one multi entity disciplines. This learning approach plays a role in helping teachers provide learning services and makes it easier for learners to understand what is being taught by the teacher (Sagala).

In the process learning activities involve several components or elements consisting of, (teachers, students), (lecturers, students), learning objectives, content, teaching methods used, appropriate media for use and evaluation of student / student learning abilities. The teaching and learning process that develops in the classroom is generally determined by the role of the teacher and students as individuals directly involved in it. The classic problem that always arises is the process of learning in school, not to mention still using a traditional or mechanistic approach, namely a teacher actively teaching by giving examples and exercises. On the other hand students function like machines, they listen, record, and do the exercises given by the teacher (Suryani, 2013). Therefore, the complex learning process must be related to each other.

Based on the above considerations, there is a need for a teaching process that can maximize the role of the teacher in teaching. In this case it is necessary to have the right method or approach that is in line with the learning objectives. (Sagala) adds a learning approach (approach to learning) and strategies or tips for implementing approaches and learning methods in the learning process including factors that determine the success of student learning. Therefore, select creative problem solving learning models. This model initiates a learning model called the Creative Problem Solving Process model, also known as the Osborn-Parne model. This model is a flexible tool that can be applied to test real problems and issues. This model was developed by the creator of brainstorming Alex Osborn (1979) and Dr. Sidney Parnes (1992), six stages in this model represent systematic procedures. The following is a scheme of steps for Osborn Pane's creative problem solving learning model:

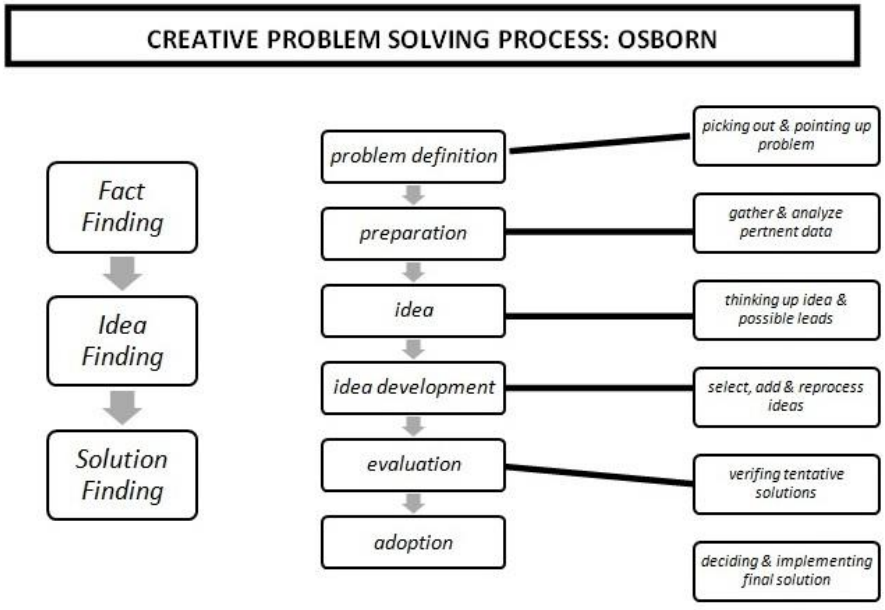

Figure 1. Scheme of steps for Osborn Pane's creative problem solving learning model

In addition to the steps above, the stages are also added to the local wisdom value approach. Local wisdom has a deep role or function of an area. How is the nature of local wisdom a reference and guide in social life that is a reflection. From the stories that exist in the community, through the search of literature and regional culture, students are expected to be able to create new literary works (reproducing literary works) again that are more interesting and closer to teenagers. One of them is by reproducing it

into a literary work in the form of a drama script that students write themselves. Students will explore cultural treasures and elements of their own local wisdom. (Ratna) added as local wisdom, the most important term is in their respective regions, serves to bind the region's emotions and together can achieve national stability, generally national Indonesian society as a whole. for this wisdom is very rich and diverse. We don't never know who created, since when it was used, and in the end when we will not use it again. A definite problem, both wisdom and local knowledge is useful to revitalize the unity and unity of the nation while limiting, framing the influence of global culture.

The Creative Problem Solving (CPS) learning model is a learning model that can improve creative thinking skills. This is because this model focuses on teaching and problem solving skills and strengthening skills combined with creative thinking processes (Malisa et al.). Likewise, in research, the creative thinking aspects are combined with the local wisdom value approach into a single unit to create a literary work.

Method

The research method used in this study is the experimental method, which is a quasi-experimental design. Experiment is a research conducted by manipulating the object of research and the control (Nazir). The purpose of the experimental research is to investigate whether there is a causal relationship and how many causal relationships, by giving treatment to several experimental groups and providing control for comparison (Nazir) this study was carried out by giving treatment to the experimental group.

Data collection technique

1. Test

   In this study, the test used is a test of the ability to reproduce literature by writing new literary works. Students are told to look for literary works that contain the values of local wisdom. For example folklore, fables, legends, folk songs, or prominent stories from the regions in Indonesia. Then, reproducing into new literary works can be short stories or even play script. The stages of searching for story ideas and their writing are reused using creative problem solving models. This test aims to measure students' ability to reproduce their chosen literary works.

   The test is done twice, which is done at the beginning and end of the two classes, namely the experimental class and the control class. Initial tests are carried out before learning in the experimental class and the control class takes place. Before the final test was carried out, the teaching process was carried out using creative problem solving models and approaches to local wisdom values in the experimental class. Furthermore, teaching writing activities with conventional teaching methods in the control class. Conventional techniques are techniques commonly used by lecturers in teaching reproducing literary works. This technique is applied to students of the control group, with lecturers teaching it. The steps of teaching writing in the control class are carried out using conventional methods.

2. Interview

   The technique carried out in this study is a free or unstructured interview technique that is carried out by giving questions to subject lecturers and students. This technique is used to obtain detailed information about teaching activities and models used in teaching reproduction of literature in class.

Data Processing Techniques

This research was conducted at the University of Indraprasta PGRI which located at Jalan Raya Tengah No. 80, Kelurahan. Gedong, Kecamatan. Pasar Rebo, East Jakarta. The implementation of this research was in Even 2020 semester.

Population and Sample

1. Population

   Population is all data in the study, according to (Neolaka) population is an area of generalization in the form of a subject or object that is examined to draw conclusions. The population in this study were all 5th semester students in the Course Summary of Literature/Scientific Reading Analysis. The number of classes is eleven classes in total consisting of 383 people with the following details.

2. Samples

The sample is as part of the population. In this study samples were taken randomly. The sample was carried out homogeneously, namely randomly taking 2 classes from the eleven classes that were held by lottery. After randomly selecting two classes from all classes in a way drawn to get 40 students into the sample / research subject. With details the Reguler Sore 5A class became the experimental group and Reguler Sore 5 B became the control group.

Result and Discussions

In this research trial was carried out on the 5th semester students, who followed the Course Summary of Literature / Scientific Reading Analysis. As research subjects, researchers divided into 2 experimental classes, each of which consisted of 20 students, namely students who were treated with local wisdom approaches and creative problem solving (A1) models and 20 students without treatment of local wisdom approaches and creative problem solving models (A2) Each experimental class is grouped again based on 4, below:

1. Creative Problem Solving (A1) model group with local wisdom (B1).
2. Creative Problem Solving (A1) model group without local wisdom (B2).
3. Non-Creative Problem Solving (A2) model group with local wisdom (B1).
4. Non-Creative Problem Solving (A2) model group without local wisdom (B2).

The results of the research data are the ability to produce literary works (Y) as a result of the research treatment, namely using the learning model (A) in the form of Creative Problem Solving (A1) models and without using Creative Problem Solving (A2) models, and through local wisdom approaches (B1), and without a local wisdom approach (B2).

The results of the research data were analyzed by descriptive statistical techniques, to measure the central tendency and tendency of data dissemination from each treatment group. The calculation of the results of the research data was carried out using a data processing program, namely SPSS version 16. Recapitulation of descriptive statistical calculations of the ability to produce literature as a whole can be seen in the following table

Table 1. Recapitulation of the Calculation of the Value of the Ability to Produce Literary Works

A / B	(A1)	(A2)	Total
(B1)	Y_{11} = 796	Y_{21} = 760	$\sum Y$ = 1556
	$\bar{Y}_{11}$ = 79,60	$\bar{Y}_{21}$ = 76,00	$\bar{Y}$ = 77,80
	SD = 4,326	SD = 3,944	SD = 4,432
	Y^2_{11} = 633616	Y^2_{21} = 577600	$\sum Y^2$ = 2421136
	N = 10	N = 10	N = 20
(B2)	Y_{11} = 747	Y_{21} = 726	$\sum Y$ = 1473
	$\bar{Y}_{11}$ = 74,70	$\bar{Y}_{21}$ = 72,60	$\bar{Y}$ = 73,65
	SD = 3,622	SD = 3,204	SD = 3,498
	Y^2_{11} = 478864	Y^2_{21} = 527076	$\sum Y^2$ = 2169729
	N = 10	N = 10	N = 20
Total	Y_{11} = 1543	Y_{21} = 1486	$\sum Y$ = 3029
	$\bar{Y}_{11}$ = 77,15	$\bar{Y}_{21}$ = 74,30	$\bar{Y}$ = 75,73
	SD_{11} = 4,626	SD_{21} = 3,908	SD = 4,466
	Y^2_{11} = 2380849	Y^2_{21} = 2208196	$\sum Y^2$ = 9174841
	N = 20	N = 20	N = 40

Information:

A1 = ModelCreative Problem Solving

A2 = Modelless Creative Problem Solving

B1 = Local Wisdom Approach

B2 = Without Local Wisdom Approach

A1B1 = Ability to produce literary works in groups that use creative problem solving models through local wisdom approaches.

A2B1 = Ability to produce literary works in groups that do not use creative problem solving models through local wisdom approaches.

A1B2 = Ability to produce literary works in groups that use creative problem solving without a local wisdom approach.

A2B2 = Ability to produce literary works without using creative problem solving models and without using local wisdom approaches.

The following is a description of describing the data on the ability to produce literary works consisting of:

Description of the results of the ability to produce literary works with treatment using creative problem solving models.

The ability to produce literary works in the class treated using creative problem solving models as a whole has a theoretical value range of 0 - 5 and an empirical range of 70-85 with the lowest score of 70 and the highest score of 85. The ability to produce student literary works has an average value (X) of 77.15. Mode value 80, median value is 78.00, and standard deviation is 4,626.

Description of the results of the ability to produce literary works with treatment without using creative problem solving models.

The ability to produce literary works in the class treated without using the creative problem solving model as a whole has a theoretical value range of 0 - 5 and an empirical range of 79-80 with the lowest score of 70 and the highest score of 80. The ability to produce student literature has an average value (X) amounting to 74.30. Mode 70 value, median value is 73.88, and standard deviation is 3.908. Based on the table above, frequency distribution and histogram ability to produce literary works with treatment without using creative problem solving models.

Description of the results of the ability to produce literary works in groups of students who use a local wisdom approach.

The ability to produce literary works in groups of students who use the approach of local wisdom as a whole has a theoretical value range of 0 - 5 and an empirical range of 70-85 with the lowest score of 70 and the highest score of 80. The ability to produce student literature has an average value (X) of 77, 80. Mode value 80, median value of 78.21, and standard deviation of 3.498. Based on the table above, frequency distribution and histogram ability to produce literary works in groups of students who use the local wisdom approach.

Description of the results of the ability to produce literary works for student groups without using a local wisdom approach.

The ability to produce literary works in student groups without using a local wisdom approach as a whole has a theoretical value range of 0 - 5 and an empirical range of 70-80 with the lowest score of 70 and the highest score of 80. The ability to produce student literature has an average value (X) of 73, 65. Mode value 70, the median value is 73.29, and the standard deviation is 3.498.

Description of the results of the ability to produce literary works by using creative problem solving models in groups of students who use a local wisdom approach.

The ability to produce literary works of class students who were treated using the creative problem solving model in the group of students who used the approach of local wisdom as a whole had a theoretical value range of 0 - 5 and an empirical range of 70-85 with the lowest score of 70 and the highest score of 85. mean value (X) is 79.60. Mode value 80, median value is 80.33, and standard deviation is 4.326.

Description of the results of problem solving abilities producing literary works with treatment using creative problem solving models in groups of students without using a local wisdom approach.

The ability to produce class students' literary works using creative problem solving models in groups of students without using the local wisdom approach as a whole has a theoretical value range of 0 - 5 and an empirical range of 70-80 with the lowest score of 70 and the highest score of 80. Ability to

produce literary works students have an average value (X) of 74.70. Mode 70 value, median value is 75.25, and standard deviation is 3,622.

Description of the results of the ability to produce literary works with treatment without using creative problem solving models in groups of students who use the local wisdom approach.

The ability to produce literary works for students in classes without using creative problem solving models in groups of students who use the local wisdom approach as a whole has a theoretical value range of 0 - 5 and an empirical range of 70-80 with the lowest score of 70 and the highest score of 80. has an average value (X) of 76.00. Mode value 75, median value is 75.25, and standard deviation is 3.944.

Description of the results of the ability to produce literary works with treatment without using the creative problem solving model in the group of students without using a local wisdom approach.

The ability to produce class students' literary works without using the creative problem solving model in the group of students who did not use the local wisdom approach as a whole
had a theoretical value range of 0 - 5 and an empirical range of 70-79 with the lowest score of 70 and the highest score of 79. students have an average value (X) of 72.60. Mode value 70, the median value is 71.67, and the standard deviation is 3.204.

Before testing the hypothesis, the data analysis prerequisite test is performed first, namely the data normality test and the population variation homogeneity test. The normality test is conducted to assess the normality of the learning model and local wisdom that will be analyzed from each treatment group data. Prerequisite testing to find out whether the study sample came from a population that was normally distributed by using the SPSS data processing version 16 for windows, namely the description of Explorer, while to find out the homogeneity of the variance population from all treatment groups, homogeneity of the variance was tested using the Levene's test. will be explained about the results of the prerequisite testing referred to above.

1. Normality test

   Tests for normality of research data were conducted on eight data groups, namely (1) A1, (2) A2, (3) B1, (4) B2, (5) A1B1, (6) A1B2, (7) A2B1, (8) A2B2 . Data normality test was carried out by Kolmogorov-Smirnov test with a significant level of $\alpha = 0.05$ with the hypothesis proposed as follows:

   H*o* = the sample is normally distributed
   H1 = the sample is not normally distributed
   With the testing criteria:
   If a max > Dtable: H*o* is rejected
   If a max < Dtable: H*o* is accepted

   Summary of data from the normality test using the SPSS version 16 for Windows data processing program is presented in the following table:

Table 2. The results of the calculation of the data normality test using Kolmogorov-Smirnov at a significant level $\alpha = 0.05$

Tests of Normality

Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	df	Sig.
0.337	10	0.002	0.854	10	0.066
0.245	10	0.091	0.820	10	0.025
0.337	10	0.002	0.854	10	0.066
0.233	10	0.132	0.882	10	0.138
0.337	10	0.002	0.854	10	0.066
0.233	10	0.132	0.882	10	0.138
0.245	10	0.091	0.820	10	0.025
0.291	10	0.016	0.796	10	0.013

a. Lilliefors Significance Correction
- This is a lower bound of the true significance

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table 2 above shows that all data groups tested for normality with the Liliefors test with the SPSS program obtained data groups A1, A2, B1, B2, A1B1, A1B2, A2B1, and A2B2 gave significance values in each sig column 0.002 , 0.091, 0.002, 0.132, 0.002, 0.132, 0.091, and 0.016. All of the sig values show sig = Lmax = 0.132 = Lo <L$table$ = 0.258 with a significance level of α = 0.05. Thus it was concluded that the eight groups of data in this study came from populations that were normally distributed. This indicates that one of the F test prerequisites in this study was fulfilled

2. Homogeneity Test

Homogeneity testing is done to test whether the research data that has been collected comes from a homogeneous population or not with a significance level of α = 0.05. The criteria used are:

If F$coun$t < Ftable then Ho is accepted that the data is homogeneous, and
If F$count$ > F$table$ then Ho is rejected that the data is said to be homogeneous.

This homogeneity test is carried out on the variable ability to produce literary work between groups of households, namely:

a. The ability to produce literary groups using creative problem solving (A1) models and the ability to produce literary works without using creative problem solving models (A2)

Homogeneity testing in this group uses Microsoft Office Excel for Windows. The homogeneity test results are presented in the following table:

Table 3. The results of the homogeneity test calculation
on the ability group to produce literary works with a significance level α = 0.05

No	A1	A2
	CPS	Non_CPS
1	70	75
2	75	75
3	70	79
4	75	70
5	78	75
6	70	70
7	75	70
8	76	72
9	78	70
10	80	70
11	80	75
12	80	70
13	80	75
14	75	80
15	70	70
16	80	80
17	84	75
18	85	75
19	82	80
20	80	80
Average	**77.15**	**74.3**
Variant	**22,39**	**15.27**
F$coun$t	**1,400**	
F$table$	**2,18**	

Based on the results of the homogeneity test calculation process on the cane above, it can be seen that F$count$ = 1,400 while F$table$ = 2,18 so that F$count$ < F$table$, it can be concluded

that the results of the ability to produce literary works in groups using learning models have the same population variance or whole data the treatment group comes from a homogeneous population.

b. The ability group produces literary works using a local wisdom approach (B1) and without a local wisdom approach (B2)

Homogeneity testing in this group uses Microsoft Office Excel for Windows. The homogeneity test results are presented in the following table.

Table 4. The results of the homogeneity test calculation in the local wisdom approach group with a significance level α = 0.05

No	B1	B2
	LW	Non_LW
1	70	75
2	75	75
3	70	79
4	75	70
5	78	75
6	70	70
7	75	70
8	76	72
9	78	70
10	80	70
11	80	75
12	80	70
13	80	75
14	75	80
15	70	70
16	80	80
17	84	75
18	85	75
19	82	80
20	80	80
Average	**77.8**	**73.65**
Variant	**19,64**	**12,23**
F*count*	**1,605**	
F*table*	**2,18**	

Based on the results of the homogeneity test calculation process in the table above shows that F$count$ = 1.605 while F$table$ = 2.18 so that F$count$ <F$table$, it can be concluded that the data resulting from the ability to produce student literature on learning groups using the local wisdom approach has the same population variance or the data for all treatment groups came from homogeneous populations.

a. Research Hypothesis Testing

After testing for normality and homogeneity, the results show that the sample comes from a normally distributed population and the sample variance is homogeneous, so hypothesis testing can be carried out. Hypothesis testing of this research was carried out using two-way ANOVA analysis technique with the help of SPSS version 16 for windows. After the calculation is done, if any interactions are found, then proceed with the Tukey test. The statistical description and summary of the results of data analysis using ANOVA can be seen in the following table:

Table 5. Tests of Between-Subjects Effects

Dependent Variable:Memproduksi Karya sastra					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	259.075[a]	3	86.358	5.991	0.002
Intercept	229371.025	1	229371.025	1.591E4	0.000
A	81.225	1	81.225	5.635	0.023
B	172.225	1	172.225	11.949	0.001

	A * B	5.625	1	5.625	0.390	0.536
	Error	518.900	36	14.414		
	Total	230149.000	40			
ed Total	Correct	777.975	39			

a. R Squared = .333 (Adjusted R Squared = .277)

Based on the data in the table above, the proposed research hypothesis can be answered. Meanwhile, the explanation regarding the discussion for each hypothesis is as follows:

1) The influence of creative problem-solving learning models on the ability to produce literary works.

The first hypothesis states "there is an effect of creative problem-solving learning models on the ability to produce literary works". The hypothesis is tested by looking at significant coefficients, with the following criteria:

If the value is sig. > 0.05; then H0 is accepted and H1 is rejected.
If the value is sig. <0.05; then H1 is accepted and H0 is rejected.

From the test with the SPSS version 16 for windows which is shown in the summary table of the research hypothesis testing the results of the ANOVA analysis above (Test of Between-Subject Effects) it can be seen that the value of F0 = 5.635 and sig. = 0.023 <0.05. Thus, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. This proves that the mean (mean) ability to produce literary works of students who are treated using the creative problem-solving model with students who are treated without using the creative problem-solving model is a significant difference. And the average literary production ability of students who were treated using the creative problem-solving model was greater than the average literary production ability of students who were treated without using the creative problem-solving model.

2) The influence of the local wisdom approach on the ability to produce literary works.

The second hypothesis states "there is an influence of the local wisdom approach on the ability to produce literary works". The hypothesis is tested by looking at significant coefficients, with the following criteria:

If the value is sig. > 0.05; then H0 is accepted and H1 is rejected.
If the value is sig. <0.05; then H1 is accepted and H0 is rejected.

From the test with SPSS version 16 for windows which is shown in the summary table of the research hypothesis testing the results of the ANAVA analysis above (Test of Between-Subject Effects) it can be seen that the value of F0 = 11.949 and sig. = 0.001 <0.05. Thus, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. This proves that the mean (mean) ability to produce literary works of students who use the local wisdom approach with the average ability to produce literary works without using the local wisdom approach is that there is a significant difference. And the average ability of producing student literature with a local wisdom approach is greater than the average ability of producing student literature without using the local wisdom approach.

3) The effect of the interaction of creative problem-solving models and local wisdom approaches together on the ability to produce literary works

The third hypothesis states "there is an interaction effect of creative problem-solving models and local wisdom approaches on the ability to produce literary works". The hypothesis is tested by looking at significant coefficients, with the following criteria:

If the value is sig. > 0.05; then H0 is accepted and H1 is rejected.
If the value is sig. <0.05; then H1 is accepted and H0 is rejected.

From the test with SPSS version 16 for windows which is shown in the summary table of the research hypothesis testing the results of the ANAVA analysis above (Test of Between-Subject Effects) it can be seen that the value of F0 = 0.390 and sig. = 0.536> 0.05. Thus, the null hypothesis (H0) is accepted and the alternative hypothesis (H1) is rejected. This proves that there is no significant effect of creative problem-solving models and local wisdom on students' ability to produce literary works. Because there is no interaction between the independent variables, namely the creative problem-solving model with local wisdom on the ability to produce literary works, then the data analysis test of the ability to produce literary works does not need to be continued.

Discussion of Research Results

Based on the description of the data and the results of the research analysis above, it can be further interpreted as follows:

1. Discussion of the First Hypothesis

   Based on the results of the two-way ANAVA analyst using SPSS data processing program version 16 for Windows for creative problem solving models, the ability to produce literary works obtained by Fo is greater than $Ftable$, namely 5.635> 4.08 and sig. = 0.023 <0.05. Thus it can be concluded that there is an influence of the creative problem solving model on producing literary works. This is supported by the acquisition of the average value of the ability to produce literary works with treatment using 77.15 creative problem solving models that are higher than the ability to produce literary works with treatment without using creative problem solving models of 74.30.

   This shows that students with treatment using creative problem solving models have a significant influence on the ability to produce student literature compared to the ability to produce literary works with treatment without using creative problem solving models. Thus the changes occur as a result of the learning process which can be demonstrated in various forms, such as changing knowledge, understanding, attitudes and behaviors, skills, skills, habits, abilities, reaction power and acceptance and changes in other aspects that exist in individual students (Sudjana). This study (Kuneni et al.) examines the creative problem solving method as well as getting good learning outcomes, by getting learning completeness. Learning is assisted by learning CDs and teaching aids, based on learning outcomes by achieving an average problem solving of more than 60 students and achieving the minimum completeness criteria.

   The use of creative problem solving models allows students to increase their knowledge, skills and skills as well as intact in an open learning environment as a subject, the learning model can also play a role in enhancing students' creativity. So through creative problem solving models, students will be able to produce literary works because they are supported by and a varied approach. From the description above it can be concluded that the use of creative problem solving models can improve the ability to produce literary works higher than using conventional models.

2. Discussion of the Second Hypothesis

   Based on the results of the two-way ANAVA analyst using the SPSS data processing program version 16 for windows for the local wisdom approach to the ability to produce literary works, the Fo value is greater than F$table$, namely 11.949> 4.08 and sig. = 0.001 <0.05. Thus, it can be concluded that there is an influence of the local wisdom approach to the ability to produce literary works. This is supported by the acquisition of the average value of the ability to produce literary works that use a local wisdom approach of 77.80 is higher than the ability to produce literary works that do not use a local wisdom approach that is 73.65.

   Based on the results of research data and analysis, it can be concluded that the ability to produce literary works can significantly influence the local wisdom approach. This is proven by the results of the ability to produce higher literary works for students who use a local wisdom approach compared to the ability to produce literary works. without using a local wisdom approach.

3. Discussion of the Third Hypothesis

   Based on the results of the two-way ANAVA analyst using the SPSS data processing program version 16 for Windows for creative problem solving model interaction and local wisdom approaches to the ability to produce literary works, the Fo value is smaller than F$table$, which is 0.390 <4.08 and sig. = 0.536> 0.05. Thus, it can be concluded that there is no significant interaction

effect of creative problem solving models and local wisdom approaches to the ability to produce literary works.

This shows that each independent variable, the creative problem solving model and the local wisdom approach both have a good influence on the quality of the ability to produce literary works, or can be done without having to be together. Based on the results of this study, it can be concluded that one of the independent variables, namely the creative problem solving model and the local wisdom approach used in the learning process has been able to influence the ability to produce literary works to improve better.

Results and Outcomes of Research

The book is a collection of manuscripts as a form of reproduction of literary works from an approach to the value of local wisdom and with creative problem solving models. Reincarnation of Literature is a form of reproduction of literary works from students of S5A Indraprasta University PGRI. This book is inspired by local wisdom values approach, by raising regional stories, or elements of regional culture as the basis for making literary works. Students write back into a more interesting form without changing the composition of the content and cultural elements of the original story.

The prototype was prepared based on the work of students. Beginning with a cover with a unique and simple design. The title of the book Reincarnation of Literature which also evokes meaning, which means it is present again, or reproduces literature. Then delivered by the drafting team with preface and table of contents. Next, the slick works consisted of 20 plays written by students of Indraprasta PGRI University. Based on the results of the work, students can produce the composition of the rounds in the play that is made through their own ideas and thoughts. The composition of the dialogues is neat and interesting, which represents the writing style of students. Through this, students can exercise their creative abilities and channel their expressions, ideas, feelings and ideas through writing. This is in accordance with the targets to be achieved before that are in accordance with the objectives and benefits of the study. In addition, as a result and output of this research attached a book of drama manuscripts by Indraprasta PGRI students.

Conclusions

Based on data obtained from the results of testing hypotheses and discussion of research results, it can be formulated some conclusions as follows: 1) There is a significant influence on the creative problem solving model on the ability to produce literary works. From the results of the study using a two-way variance analysis with a significance level of 0.05, the F0 value is greater than the F$table$ value of 5.635> 4.08 and sig. = 0.023 <0.05. This explains that students who are treated using creative problem solving models are able to improve their ability to produce literature well compared to the ability to produce satra works without using creative problem solving models. 2) There is a significant influence on the local wisdom approach to the ability to produce literary works. From the results of the study using a two-way variance analysis with a significant level of 0.05, the F0 value is greater than the F$table$ value of 11.949> 4.08 and sig. = 0.001 <0.05. This explains that students who use the local wisdom approach to get the value of the ability to produce literary works better than students who do not use a local wisdom approach. 3) There is a significant influence on creative problem solving model interaction and local wisdom approaches to the ability to produce literary works. From the results of the study using two-way variance analysis with a significance level of 0.05, the Fo value is smaller than the Ftable value of 0.039 <4.08 and sig. = 0.536> 0.05. This means that each variable has a good influence on the quality of the ability to produce literary works, or can be done without having to be together. Based on the results of this study, it can be concluded that one of the independent variables is the creative problem solving model and the local wisdom approach used in the learning process has been able to influence the ability to produce literary works well. In later studies, creative problem solving models can also be developed with other variables or approaches to improve other abilities, such as speaking ability or the problem solving process of discussion activities. In addition, it can also measure other learning abilities that interact with the concept of problem solving.

Acknowledgment

On this occasion we would like to thank all those who have has provided assistance and encouragement in carrying out this research, to the University Indraprasta PGRI through LP2M, all staff of the academic community, both lecturers and students who are involved in Creative Writing Courses.

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