

The Utilisation of the School Environment as a Learning Resource to Improve Student Motivation and Learning Outcomes

Redicha Nitami Putri¹, Siti Rochmiyati², Herka Ardiyatno³

¹⁻²*Universitas Sarjanawiyata Tamansiswa, Indonesia*

³*Yogyakarta State Elementary School, Indonesia*

*Corresponding Author e-mail: redichanp@gmail.com

1. Abstract

This research is based on the low motivation of students in learning and the lack of utilising the school environment as a learning resource. This classroom action research aims to utilise the school environment as a learning resource to improve the motivation and learning outcomes of fifth grade students in elementary schools in Yogyakarta. The subjects of this study were fifth grade students of a public elementary school in Yogyakarta, consisting of 25 students consisting of 17 boys and 8 girls. The object of this research is students' motivation and learning outcomes. This research used qualitative and quantitative approaches with the type of classroom action research (PTK). The techniques used to collect data in this study are questionnaires, observations, field notes, and documentation. The results showed that the utilisation of the school environment as a learning resource can increase the learning motivation of fifth grade students of SD Negeri in Yogyakarta. Based on the results of the first cycle questionnaire obtained an average value (Mean) = 72.6. Based on the results of the second cycle questionnaire, the average value (Mean) = 88.95. Student learning outcomes also increased the percentage of completeness of science learning material 60% to 85%, Indonesian language 60% to 90% and SBdP learning 70% to 95%. It can be concluded that the use of the school environment as a learning resource can increase the motivation and learning outcomes of fifth grade students' Thematic learning.

Keywords: *School environment utilisation, Student's motivation and outcomes, thematic learning*

2. Introduction

Primary education is an important stage in students' development, and learning motivation plays a crucial role in their academic success. High learning motivation can encourage students to actively participate in the learning process, improve their understanding, and obtain better results. However, currently the learning motivation of primary school students is declining because they feel bored with monotonous and uninteresting teaching methods. Based on the above background, researchers are interested in conducting research with the title "Utilisation of the school environment as a learning resource to increase the motivation and learning outcomes of fifth grade students".

This research is similar with research conducted by Erna Puji Rahayu (2011), and Endah Sari Lelana's research (2020) which shows the results that there is an effect of increasing the motivation to learn thematic science content through the use of environmental media.

Another researcher, entitled The Application of the Surrounding Natural Environment Approach (PLAS) to Increase Learning Motivation and Learning Outcomes of Fifth Grade Elementary School Students concluded that there was an increase in the completeness of student learning outcomes by 36%. This can also be seen from the comparison of the class average in cycle I of 67.21 while in cycle II it was 78.45. The conclusion of this study is that the application of PLAS can increase the learning motivation and learning outcomes of fifth grade students (Widi. 2020).

The research is the same as the researchers, namely to increase student learning motivation. However, some researchers only focus on one subject while the author uses the environment as a learning resource for thematic learning at school.

3. Methods

3.1. Participants and context

The data source of this research is the process of thematic learning activities by utilising the environment as a learning resource for fifth grade elementary school students, which includes lesson planning, implementation of learning and final activities, learning evaluation activities, as well as teacher and student behaviour during teaching and learning activities. The subjects of this study were fifth grade elementary school students in the Umbulhajo area of Yogyakarta City in the 2022/2023 academic year, consisting of 25 students consisting of 17 boys and 8 girls. The object of this research is student motivation and learning outcomes in thematic learning Theme 9.

3.2. Material

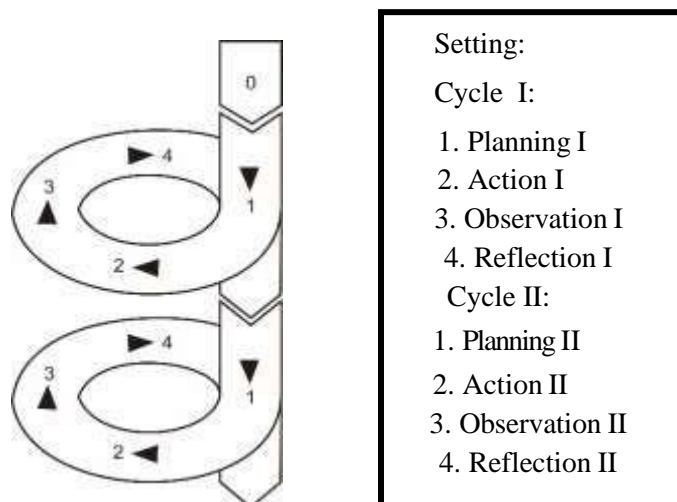
The instruments used in this research are using motivation questionnaires, test question sheets, observation of teacher and student activities, and taking pictures (documentation) during the learning process. The data obtained were processed and analysed descriptively qualitative and quantitative, namely: Quantitative data can be analysed descriptively. For example, looking for the average value, the percentage of success in increasing student motivation.

Qualitative data, namely data in the form of sentence-shaped information that provides a description of reality or facts according to the data obtained with the aim of knowing the learning outcomes achieved by students as well as to determine students' responses to activities and student activities during the learning process (Sari, 2021).

Classroom action research, which is a form of self-reflection activity carried out by

educational actors in educational situations to improve rationality and justice (Zain, 2022).

As for the flow of the cycle as depicted in the chart below:



Picture 1. The flow of PTK according to Kemmis and Mc Taggart

The action plan that will be carried out by researchers is the Kemmis and McTaggart model of classroom action research using several cycles. Each cycle consists of four components, namely planning, action/treatment, observation, and reflection (Depdiknas in Taniredja, 2012:24).

3.3. Data Collection and analysis

The type of research used in this study is classroom action research (PTK) using qualitative and quantitative approaches. According to Arikunto (Ekawarna, 2013) classroom action research is "an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class simultaneously.

This classroom action research procedure is described in various stages, namely planning, implementation, observation, and reflection with the following explanation.

1. Pre-cycle

This activity aims to find out the actual state of the field before the cycle begins, the pre-cycle is carried out by conducting class observations with the teacher to jointly make an introduction, unify ideas and discuss motivation.

2. Cycle I

a. Planning

Planning is the first step after obtaining an overview of the conditions, learning situation in the classroom and its environment.

b. Action

The implementation of action is the implementation in accordance with the lesson plan and tries to improve the learning situation in the pre-action.

c. Observation

Observation is carried out during the action. Observation uses a learning motivation questionnaire. The results of the questionnaire were used as quantitative data to examine student learning motivation from pre-action and research cycles.

d. Reflection

Reflection was carried out by researchers and teachers to assess the level of learning success, both the process and student learning motivation in the first cycle. The strengths or positive things during the research will be maintained in

the research. Meanwhile, shortcomings and obstacles during the research were discussed and solutions were sought as a foothold for the next siklus.

3. Cycle II

In the second cycle, the steps are the same as in the first cycle, which includes planning, implementation, observation, and reflection. The cycle stops if the learning has reached the criteria in the learning success indicators of Thematic subjects reaching 75%.

3.4. Ethical Considerations

Data collection uses instruments in the form of questionnaires, documentation, interviews and documentation to measure the level of learning motivation.

a. Questionnaire

In this study, the questionnaire model used is the "Likert Scale" model with a modification of 4 choices, namely: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS).

b. Observation

Observation in the study was carried out directly on learning activities to determine student motivation in learning by utilising the school's physical environment as a learning resource.

c. Interview

Interviews in this study contain students' opinions about learning outside the classroom by utilising the school environment as a learning resource.

d. Documentation

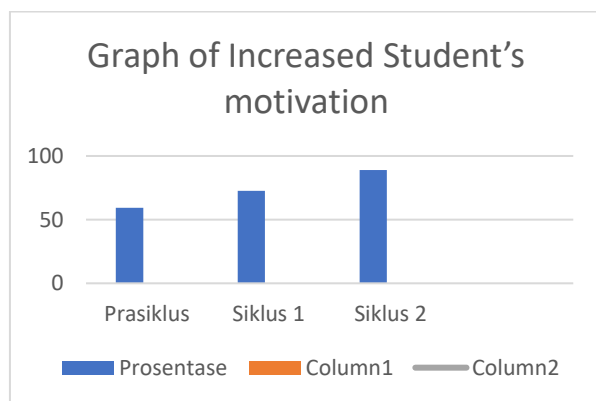
Documentation in this study is used to support the results of research in the form of photos of learning activities and the results of assignments done by students during learning activities.

3.5. Limitations to the Study

Limitation of the study describe temporary presumptions before research is actually carried out. The hypothesis of this research is: "Utilisation of the school environment as a learning resource can increase learning motivation and student's outcomes of fifth grade elementary school students in Yogyakarta".

4. Results and Discussion

The results of testing student learning motivation using a questionnaire will be used to evaluate teaching and learning activities that have utilised the school environment as a learning resource to increase learning motivation.



Picture 2. Graph of Increased Student's motivation

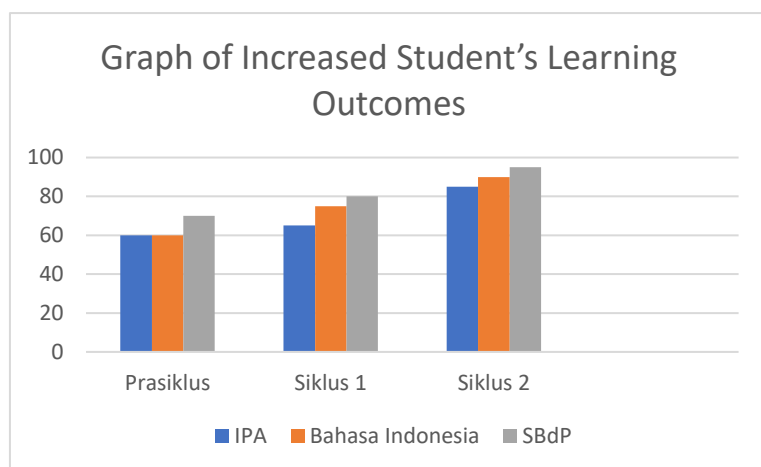
From the research results, the average value (Mean) = 72.6 was obtained. Thus it can be concluded that the learning motivation of class students in cycle I is moderate.

Teachers and researchers agreed to increase student learning motivation in the learning process which will be carried out in cycle II.

At the cycle II meeting, students took a questionnaire. From the research results, the average value (Mean) = 89.15 was obtained. Thus it can be concluded that student learning motivation in cycle II is classified as very high. Based on the results of the learning motivation of each student, it can be explained that the learning motivation in cycle II was classified as high, so the research was stopped until cycle II.

Student learning outcomes also experienced an increase in the percentage of completeness of science learning material 60% to 85%, Indonesian language 60% to 90% and SBdP learning 70% to 95%.

For more details can be seen in the graph below:



Picture 3. Graph of Increased Student Learning Outcomes

The results of this study are also in line with the research of Maliana Malik (2023). The results showed that social studies learning outcomes with the use of school gardens as an effective learning resource with an increase in the average score during the implementation of the pre and posttest. Student learning activities in the experimental

class are higher than learning activities in the control class.

Research conducted by Ayuningsih (2020) and Triwidjaja (2011) showed that the use of the school environment as a learning resource can increase the learning motivation of fifth grade students in science subjects. In addition, the use of concrete props can also increase student motivation and learning outcomes in mathematics subjects (Saputro, 2021). In a study that focused on social studies learning outcomes, the use of the school environment as a learning resource was also effective in improving the learning outcomes of fifth grade students (Malik, 2023). Therefore, it can be concluded that the utilisation of the school environment as a learning resource can increase motivation in various subjects in primary schools.

5. Conclusion

Based on the results of the research that has been carried out, the researchers can conclude that thematic learning by utilising the environment as a learning resource has been carried out in accordance with the predetermined plan. In the learning process, teachers in utilising the surrounding environment as a learning resource are carried out in two places, namely the learning process in the school yard and the learning process in the classroom. After conducting two cycles of researchers got the results of an increase in the average motivation of students to learn and an increase in learning outcomes of fifth grade elementary school students. The increase in learning motivation is directly proportional to the increase in student learning outcomes. In conclusion, the results of the study show that the utilisation of the school environment as a learning resource can improve the motivation and learning outcomes of fifth grade elementary school students in Yogyakarta.

6. Acknowledgement

The researcher would like to thank Sarjanawiyata Tamansiswa University, Dr Siti Rochmiati, M.Pd. for providing the opportunity, support and guidance in this research. Thank you to Mr Argono, S.Pd. as the principal for allowing the researcher to conduct research at his school. thank you also to Mr Herka Ardiyatno, M.Pd. as the student teacher and to Mr Ardy S., S.Pd. as the fifth grade teacher who always took the time to guide and discuss at school so that the research and report preparation went well.

References

- Eli, W., & Fajari, L.E. (2020). Penerapan Pendekatan Lingkungan Alam Sekitar (PLAS) untuk Meningkatkan Motivasi Belajar dan Hasil Belajar Siswa Kelas V Sekolah Dasar. *Jurnal Studi Guru dan Pembelajaran*.
- Kunandar. 2010. *Langkah Mudah Penelitian Tindakan Kelas*. Jakarta: PT Rajawali Pers.
- Lelana, Endah Sari (2020) Peningkatan motivasi belajar tematik muatan IPA melalui penggunaan media zoom cloud meeting kelas VB SDN Gedongkuning Yogyakarta Tahun Pelajaran 2020/2021. *Jurnal Studi Guru dan Pembelajaran*.
- Asmaul, H. (2018). Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Sains Materi Energi Cahaya Dengan Menggunakan Media Benda Nyata Kelas IV MI Al Abror Sidoarjo
- Malik, M., Basri, M., & Tarman, T. (2023). Pengaruh Pemanfaatan Lingkungan Sekolah Sebagai Sumber Belajar Terhadap Hasil Belajar IPS Murid Kelas V SD Gugus 1 Wilayah 1 Kecamatan Pujananting Kabupaten Barru. *Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran*.
- Mohamad Syarif Sumantri. 2015. Strategi Pembelajaran: Teori dan Praktik di Tingkat Pendidikan Dasar. Jakarta: PT RajaGrafindo Persada
- Muhibbin Syah. (2004). Psikologi Belajar. Bandung: PT Remaja Rosdakarya
- Mulyasa, E. (2016). Pengembangan dan Implementasi Kurikulum 2013. Bandung: PT Remaja Rosdakarya

Oemar Hamalik. 2010. Kurikulum dan Pembelajaran. Jakarta: Bumi Aksara

Pakaya, S. (2021). Pemanfaatan Lingkungan Sekolah Sebagai Sumber Belajar Melalui Supervisi (Pembinaan) Dengan Teknik Diskusi Kelompok Kerja Guru (KKG) Dalam Upaya Peningkatan Kreativitas Guru Di SD Negeri 03 Popayato Barat. *Aksara: Jurnal Ilmu Pendidikan Nonformal*.

Rahayu, Erna Puji (2011) Upaya meningkatkan motivasi dan hasil belajar siswa melalui belajar kelompok pada mata pelajaran IPA siswa kelas IV SDN 1 Ngaringan semester II tahun pelajaran 2010/2011. *Jurnal Studi Guru dan Pembelajaran*.

Saputro, K.A., Sari, C.K., & Winarsi, S. (2021). Pemanfaatan Alat Peraga Benda Konkret Untuk Meningkatkan Motivasi Dan Hasil Belajar Matematika Di Sekolah Dasar. *Jurnal Basicedu*.

Sari Ayuningsih, F., & Fajrul Falah, I. (2020). PEMANFAATAN LINGKUNGAN SEKOLAH SEBAGAI SUMBER BELAJAR MATA PELAJARAN ILMU PENGETAHUAN ALAM (IPA) SISWA KELAS IV SDN 1 CILEUYA KECAMATAN CIMAHI KABUPATEN KUNINGAN. *Jurnal Lensa Pendas*.

Sari, R.K., Mudjiran, M., Fitria, Y., & Irsyad, I. (2021). Meningkatkan Motivasi dan Hasil Belajar Siswa dalam Pembelajaran Tematik Berbantuan Permainan Edukatif di Sekolah Dasar. *Jurnal Basicedu*.

Siberman, Melvin L. 2007. Active Learning 1001 Strategi Pembelajaran Aktif. (Sarjuli, Dkk Terjemahan). Yogyakarta : Pustaka Insan Madani. Buku Asli diterbitkan tahun 1996.

Triwidjaja, H.A., & Utama, I.W. (2011). Upaya meningkatkan pembelajaran IPA siswa kelas IV SDN Bandungrejosari I Kota Malang melalui model Attention Relevance Confidance Satisfaction (ARCS) / Riyani.

Yanti, Y.E., & Himmah, N.F. (2022). PENGEMBANGAN MEDIA BUSA SEDAP (BUKU SAKU SUMBER ENERGI DAN PERUBAHAN) TEMATIK UNTUK MENINGKATKAN MOTIVASI BELAJAR SISWA KELAS III SEKOLAH DASAR. *Primary Education Journals (Jurnal Ke-SD-An)*.