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Increasing Learning Motivation And Success Through The PBL Model In The Class III

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1. Abstract

This study aims to increase the learning motivation and achievement of students in class III at SDN in Yogyakarta through the problem-based learning (PBL) model. This kind of research is Classroom Action Research (CAR) and was conducted at SDN in Yogyakarta. The subjects of this study were 23 students in class III, including 12 male and 11 female students. Observation, questionnaires, tests and documentation were used to collect data in this study. Learning outcome test analysis and observation data analysis were used as data analysis methods. The results show that the use of learning models of problem-based learning can increase students' learning motivation and achievement. The increase in learning performance was shown by the increase in the completeness of students' assessment results on topic 8 Praja Muda Karana, by 70% in the first cycle and by 87% in the second cycle.

Keywords: *learning motivation, learning outcomes, problem-based learning*

2. Introductions

Education is an important requirement for improving the quality of human resources. This was also stated in the Law of the Republic of Indonesia No. 20 of 2003 on the National Education System in Article 1, which states that education is a conscious and planned effort to create a learning atmosphere and process for students to actively develop their potential in spiritual

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strength, religion, self-control, personality, intelligence, noble character, and skills needed by themselves, society, the nation, and the country.

Education plays an important role in various aspects of life. Education is successful when students can understand or accept the learning activities. To achieve this goal, teachers must be able to teach material using interesting methods. The use of interesting methods can make students participate more actively in learning

Motivation is very important to the learning process. Motivation for learning is the general driving force that acts on students both from inside and outside by making a series of efforts to create certain conditions that ensure continuity and give direction to learning activities so that the goals desired by the learning subject can be achieved (Muhibbin Syah, 2004: 134). Motivation is very important to improve students' learning performance. Sugihartono et al. (2012: 130) said that learning achievement is the result of measurements in the form of numbers or statements that reflect the level of mastery of the subject matter.

A teacher must be able to create conducive learning conditions so that students can more easily understand the subject matter. Choosing the right learning model can increase student activity so that achievement and motivation also increase. The learning model serves as a guide for learning designers and teachers in planning and implementing teaching and learning activities so that learning objectives can be achieved.

Based on the results of observations in the class III SDN in Yogyakarta, it was found that there were many students whose learning outcomes in thematic learning were low, namely 65% who were not completed, namely 15 students, and 35% who were completed, namely 8 students on the topic 8 Praja Muda Karana. In the learning process, many students are less enthusiastic and less enthusiastic in participating in the learning process because the lecture method still

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dominates the teaching activity, the use of learning media is lacking, and the lack of motivation is caused by internal and external influences. The selection of learning models and learning media must be appropriate so that students are more active and understand the material better. One of the learning models that can contribute to the understanding of teaching by relating the material to real life is the learning model of problem-based learning. The PBL model is a learning model in which students solve a problem using the scientific method so that students acquire knowledge and skills to solve problems. This process is done by students through discussion so that they can share their opinions and ideas in their groups. This makes students more satisfied so that the learning process is more meaningful. Feelings of enjoyment in learning can arouse interest and promote motivation to learn, so that there is a deep impression of what has been learned.

This research was conducted by Sriyana (2022) under the title Application of the Problem-Based Learning Model to Increase Motivation and Learning Outcomes of Class V Students at SD Kauman Gebangudik. The application of the problem-based learning model to learning can improve the learning outcomes of fifth grade students at SD Kauman Gebangudik, Gebang District, Cirebon Regency. The application of the problem-based learning model to learning activities shows a positive response. Students are motivated to perform positive activities in the learning process so that student learning outcomes improve.

Another study was conducted by Anis Mahmudah (2022) entitled Improving Pkn Learning Outcomes through the Problem-Based Learning (PBL) Learning Model for Class V MI Manba'ul Ulum Buntaran, Rejotangan District, Tulungagung Regency. It was found that learning with the PBL model was effective in PPKN subjects. It helps to increase student activity and results of students in class V MI Manba'ul Ulum Buntaran.

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In light of this, the researcher is interested in conducting a study titled "Increasing learning motivation and learning achievement through PBL model in class III PPKn learning".

3. Method

3.1. participants and context

This study is a classroom action research to investigate the increase of learning motivation and achievement through PBL model in class III in the context of civic education in elementary schools in Yogyakarta city. The subjects of this study were the students of III class at SDN in Yogyakarta for the school year 2022/2023, which consisted of 23 students consisting of 12 boys and 11 girls. The purpose of this study is to increase learning motivation and learning outcomes in civic subjects.

According to Bahri (2012: 8), classroom action research is an activity conducted to observe events in the classroom and then take action to improve learning practices. The research has been divided into several cycles. Each cycle consists of planning, action, observation, and reflection. The cycle is completed when the research results meet the predetermined indicators of success.

3.2. Material

The research procedure was carried out in two cycles, and each cycle consisted of the phases of action planning, action implementation, observation, and analysis or reflection. According to Arikunto (2010: 138), classroom action research as a whole is described by 4 phases of action planning, namely observation and reflection. The data collection methods used in the research are observation, interviews and documentation.

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3.3 Data collection and analysis

The following data collection techniques were used: 1). Testing procedures are used to assess student skills and learning outcomes. 2). Observation to determine the increase in student motivation through the use of the PBL model. Sukmadinata (2013: 220) explains observation, which is a method of data collection by observing ongoing activities. 3) Interviews to find out the general description and problems that occur in the research area. The interview was conducted with the class teacher of III SDN class in Yogyakarta. 4) Documentation: the documentation technique in this research is in the form of photos of research activities and notes that contain things that students face during the learning process or their conditions in the class. According to Sugiyono (2015: 329), documentation is used as a data collection technique when researchers want to conduct a preliminary study to find problems that need to be investigated and look in depth at the object under study as material for research.

The classroom action research procedure is described in different phases, 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 conducted by observing the class with the teacher to jointly present and unify ideas and discuss motivation.

2. Cycle I

a. Planning

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Planning is the first step after a general description of the conditions, the learning situations in the classroom and the environment has been established. In this phase, the actions to be carried out in the research are designed, including the following.

1) Preparation of a learning implementation plan (RPP) based on the material to be taught.

2) Compilation and preparation of a study motivation questionnaire.

3) Preparation of learning tools to be used in the implementation of the action, namely media, materials, student worksheets (LKPD), and assessment questions.

b. Action

The implementation of the action is the implementation according to the lesson plan and the attempt to improve the learning level in the pre-action.

c. Observation

Observations were made during the action. Observation is done with the help of a questionnaire on learning motivation. The results of the questionnaire are used as quantitative data to study the students' motivation from the pre-action and the research cycle.

d. Reflection

Reflection is carried out by researchers and teachers to evaluate the learning success, both the process and students' learning motivation in cycle I. The advantages or positive things during the research are kept in the research. Meanwhile, the shortcomings and obstacles during the research are discussed and solutions are sought as a basis for the next cycle.

3. Cycle II

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The steps of the second cycle are the same as those of the first cycle, i.e., planning, implementation, observation, and reflection. The cycle ends when the learning success has reached 75% of the criteria of the indicator of learning success in the civic subjects.

Data analysis in this study used quantitative and qualitative descriptive analysis.

1. Quantitative Data

a. Analysis of Student Learning Motivation Results

1) Determine the score based on the choice of questionnaire answers

The score calculation becomes the value of the student response questionnaire according to Sudijono (2012: 43).

$$\text{Percentage (X) =) = } \frac{\textbf{overall score obtained by students}}{\textbf{maximum score}} \text{ x 100\%}$$

2). Scoring is used to examine data on motivation to learn by classifying questionnaire results into specific categories. Each item of the questionnaire statement is grouped according to the observed aspect, then the total score for each item is calculated.

Table 1 Category of Learning Motivation Score

Curve Normal			Category
65,03	≤ X ≤	80	Very high
55,01	≤ X ≤	65,03	Height
44,99	≤ X ≤	55,01	Medium
34,97	≤ X ≤	44,99	Low
20	≤ X ≤	34,97	Very low

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b. Analysis of student learning outcomes

This analysis was conducted to find out if there is an increase in learning outcomes by using the model of problem-based learning.

1) Determine the average score of the class

The students' answer sheets are analyzed and a score is obtained. The scores obtained are converted into grades in the following manner

Value = $\frac{\text{score obtained by students}}{\text{number of tasks used}}$ x 100%

2) The percentage of students meeting the PPM is calculated using the following formula:

I = $\frac{x}{y}$ x 100%

Information:

I = percentage of students passing the test

X = the number of students who scored ≥ 70 points

Y = the number of students who passed the test

Each student has graduated (individual completeness) when the percentage of students with correct answers reaches a PPM score of at least 70.

2. Qualitative data

These data are information in the form of sentences that provide an overview of the process of learning activities. In addition, the forms of students' actions and attitudes in participating in learning also include qualitative data. All the data are analyzed qualitatively in the chapter IV Research Findings.

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3.4. Ethical Considerations

In data collection, instruments in the form of test, questionnaires, documentation, interviews and documentation are used to measure the level of motivation to learn. Data collection using a questionnaire aims to obtain objective and scientifically defensible data, obtained through a method that can have data as its subject. In this case, due to the number of variables studied and the data collection techniques used in this study, which were collected through a questionnaire, the researcher compiled an instrument, which is a learning motivation measurement instrument. The observations in the study were conducted directly during the learning activities to determine the students' learning motivation in applying the PBL model. The documentation in this study is used to support the research findings in the form of photographs of the learning activities and the results of the tasks performed by the students during the learning activities.

3.5. Study Limitations

The research hypothesis is that the use of learning models of problem-based learning can increase students' motivation to learn and their success in learning.

4. Results and Discussion

4.1 Efforts to Increase Motivation and Learning Outcomes

Learning activities will be conducted using the problem-based learning model, as follows:

a. Phase 1 Orientation of the students to the problem

The teacher communicates the competencies to be achieved in learning. Before learning begins, the learning objectives are first taught so that students know the direction

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of their learning. After teaching the learning objectives, the researcher provides motivation and the ice is broken so that learning goes well and students can concentrate. The teacher suggests phenomena or stories that pose problems and motivates students to participate in solving the problems they choose. In learning, posing problems is important because it explores students' knowledge with curiosity. In this case, the researcher posed problems that can be solved by cognitive students according to the learning material. In this activity, a question and answer session was conducted between the teacher and the students, so the role of the students helped to enliven the atmosphere in the classroom.

b. Phase 2 Organization of learning

The teacher helps students define and organize learning tasks related to these problems. The teacher forms learning groups. Each group consists of 4-5 students.

c. Phase 3 Guide individual and group investigations

The teacher encourages students to gather appropriate information. Students are asked to look at the material presented by the teacher using PowerPoint media. At this stage, each group is given an LKPD. Each group is asked to discuss their work on the LKPD.

d. Phase 4 Development and presentation of the work

In this phase, each group is asked to come forward and present the results of their discussion. Each group that came forward received recognition from the other groups in the form of applause.

e. Phase 5 Analyze and evaluate the problem solving process

Students are asked to complete evaluation questions provided by the teacher.

f. Draw conclusions in learning

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At the end of the learning process, it is important to draw conclusions. This can be done by looking at what students receive and what material they have learned. The teacher asks what was learned, reinforces the material, and corrects if there are errors in teaching the material. Conclusions are drawn between the teacher and the students to arrive at results together.

4.2 Increasing Student Learning Motivation

Efforts to increase motivationThis study was conducted to determine students' motivation to learn in the learning process using the problem-based model. In this study, a questionnaire was used to measure students' learning motivation. The results of the questionnaire to increase students' learning motivation can be seen in the following table.

Table 2 Category of learning motivation Score

Curve Normal			Category
65,03	≤ X ≤	80	Very high
55,01	≤ X ≤	65,03	Height
44,99	≤ X ≤	55,01	Medium
34,97	≤ X ≤	44,99	Low
20	≤ X ≤	34,97	Very low

Table 3 Criteria for learning motivation of students in class III

Kriteria	Pre-action	Cycle I	Cycle II
Average score	43,30	50.65	67.74
Percentage	54%	62%	85%

Based on Table 2 and Table 3, the results of increasing the motivation to learn can be derived from the initial conditions, which showed an average motivation of 43.30 with a percentage of 54%, indicating a "low" level of student motivation. After applying the

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problem-based learning model in Cycle I, the average score was 50.65 with a percentage of 62%, indicating a "high" level of student motivation. Student motivation increased by 8%. Cycle II averaged a student learning motivation score of 67.74 with a percentage of 85% indicating a "very high" level of student motivation. The increase in learning motivation from Cycle I to Cycle II is 23%. The increase in learning motivation from before the action to cycle II showed a very significant increase. The increasing student motivation can be seen in the following graph.

The results of testing student motivation using a questionnaire are later used to evaluate teaching and learning activities to increase motivation to learn. The questionnaire used contains 27 statements, with each statement having 4 possible answers, so the ideal maximum score is 27 x 4 = 108 and the ideal minimum score is 27 x 1 = 27. Based on the ideal maximum score and the ideal minimum score, the mean and standard deviation are as follows.

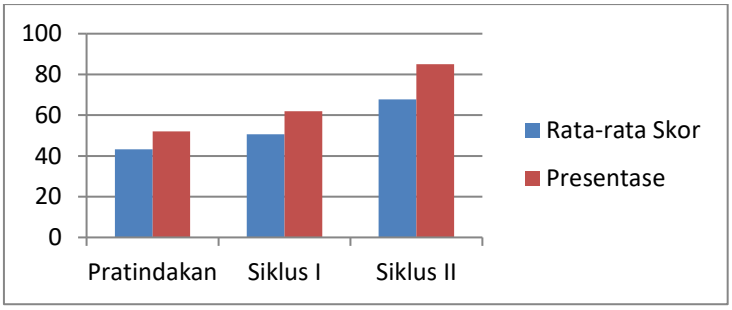

Figure 1. Graph of Increasing Student Learning Motivation

From Figure 1 it can be seen an increase in the learning motivation of class II students at SDN in Yogyakarta. In the initial conditions of student learning motivation of 54% increased to 62% in the first cycle, and 85% in the second cycle. Increasing student

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motivation is influenced by the application of the Problem Based Learning model in the learning process.

4.2. Improving Student Learning Outcomes

The results of research conducted in the pre-cycle, cycle I, and cycle II in class III SDN in Yogyakarta showed an increase in learning outcomes with the application of the Problem-Based Learning learning model in Civics subjects, and student learning outcomes in the following table.

Table 4 Categories of Learning Outcomes

Over 80%	Very high
60% - 79%	Height
40% - 59%	Medium
20% - 39%	Low
Less than 19%	Very low

Table 5. Analysis of Learning Outcomes of Cognitive Aspects of Grade III Students in Pre-Cycle, Cycle I, Cycle 2

No	Learning Outcomes	KKM	Pre-cyclical	Cycle I	Cycle II
1	Complete	70	8 (35%)	16 (70%)	20(87%)
2	Incomplete	70	15 (65%)	7 (30%)	4 (13%)
	Number of students		23	23	23
	Average		69	84	86

Based on Table 1 on the pre-cycle activities of 23 students, the number of students who completed the cycle was 8 (35%), while the number of students who did not complete the cycle was 15 (65%), for an average of 69. In the first cycle, the number of students who

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completed the test increased by 16 (70%), while 7 students (30%) did not complete the test, for an average score of 84. In the II cycle, the number of students who mastered the course increased to 20 (87%), while only 3 students (13%) did not complete the course, for an average score of 86.

The results of this study are also consistent with Hafifi's research entitled Improving Achievement and Learning Motivation through Problem-Based Learning (PBL) Models in Economics Lessons. The results of this study show that achievement increased by 22% through project-based learning (PBL). Students' motivation to learn was also increased by 24% through project-based learning (BPL).

Another study, namely Rifandita (2022) increased motivation and learning outcomes through the model of problem-based learning in civics class for students in grade II in SD Negeri 3 Bantul. The results show (1) applying the model of problem-based learning for the class II SD Negeri 3 Bantul can increase students' motivation.

5. Conclusion

The conclusions from the results of this study are that the application of the learning model of problem-based learning in PPKn learning topic 8 Praja Muda Karana can be a learning motivation for students, as indicated by an increase in the percentage of completeness of learning in the cycle II in the class III. The increase in learning was shown by the increase in the completeness of students' assessment results on topic 8 Praja Muda Karana in the first cycle by 70% and in the second cycle by 87%.

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