

Improving Student Learning Motivation Through the Problem-Based Learning Model for PPKN Subjects for Elementary School Students in Yogyakarta, Indonesia

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1. Abstract

This research is motivated by the low motivation of fourth-grade students at Yogyakarta Elementary School. This is shown based on the results of interviews and observations of the class and teacher of class IV SD Yogyakarta. This study aims to determine the increase in student motivation through the application of the Problem-Based Learning Model in Civics learning at Yogyakarta Elementary School IV. This research is a type of classroom action research. This research was conducted in two cycles. The research setting is SD IV Yogyakarta, Indonesia. The subjects in this study were fourth-grade students at SD Yogyakarta, totaling 31 students. The object of this research is student motivation. Data collection techniques used are observation, questionnaires, and documentation. Data analysis techniques using descriptive techniques comparative to determine the percentage of student activity in cycles I and II. The results showed that after applying the Problem-Based model Learning in class IV student motivation increased. This is shown by the average student motivation in the pre-cycle of 73.63% and is included in the sufficient category. After the researchers took action in cycle I, the measurement results showed that there was an increase in student motivation by 1.27%, from 73.63% to 74.90%. After going through the improvement process, the motivation to learn in class IV SD Yogyakarta students increased from cycle I to cycle II by 3.14%. Cycle I which was initially 74.90% rose to 78.04%.

Keywords: Motivation, Problem-Based Learning, PPKN

2. Introduction

The purpose and function of education in Indonesia are already listed in Law No. 20 of 2003 concerning the system of education national. Constitution the describe in a manner comprehensive all related matters with the implementation of education national in Indonesia. Material the covers definition of education, the function, and purpose of education, various types of existing education levels education standard education, and so on. With this, the law has set clear direction and guidance for system education in Indonesia. The objective of main education is to develop potency participant education so that they become humans who have faith and piety to the almighty God one, are morally noble, have good health, knowledgeable knowledge, have ability and skill that is reliable, has creativity, capable independent, as well become democratic and responsible citizens answer (Trianto, 2011). With guidelines This expected can reach success in education.

Success education depends on the ability of students To accept and understand the learning process. To reach the objective, the teacher must be capable serve material in interesting ways so that students can with easy understand and be interested in learning. Important for teachers to use methods of Fun and varied learning. The task of an educator or tutor is to give service to all participants and educate them with objectives to help them develop the interests and talents possessed (Isrotun, 2022). During this, learning tends teacher-centered, however, more approach Good makes the student the center of the learning process because matter This can speed up the understanding of students to material when they are actively involved in learning.

one pushing aspect students For involved active in learning is motivation. The success rate of the learning process is very dependent on how tall motivation the student is For learning (Suprihatin, 2015). The more tall motivation students are, increasing big

possibility learning will succeed with ok. Motivation Study is considered positive if a student can in a manner actively follow the whole learning process well, like bringing a book study, do a task in the house given by the teacher, paying attention teacher's explanation, sit with calm in their seats, and active interact in activity learning (Daeni, et al . 2017).

Motivation has changed the energy that is within self-encouraging students For doing, directing, and sustaining behavior from time to time (Fitriani 2017; Wulandari et al. 2013; Sjukur 2012). Motivation Alone originates from self-participant students who appear to be marked with feeling and awareness of will desired goal achieved.

Based on results observed in one of the elementary schools in Yogyakarta was obtained information that during PPKN learning in class students tend No active and less motivated in learning. this _ is a proven moment in the way learning Lots of students are kidding with friends, play, and ignore the teacher. The teacher's class is visible too often To remind students to focus. Participant educates seen as passive because the teacher only applies the method of talk or not making the participant educate active in analyzing the material lesson.

The PBL (Problem-Based Learning) learning model is something capable of approaching enable and fulfilling the need of Study students with background various backgrounds. In this model, students will be pushed For involved in a manner active in learning and solving relevant issues with context learning them. Problem-oriented PBL can be associated with life daily participant education, so they can be motivated. PBLs use problems authentic as a base For investigating in a manner deep what students need and the knowledge that they get (Ramlawati et al, 2017). PBL measures are capable push students For involved in a manner active in learning, and as a result, they develop optimism, commitment, and initiative high. In line with the results study from Shishigu

(2017), results indicate that students' performance learns better when they are involved in learning and solving the problem in a manner team, compared with method-only learning requiring students To become a listener passive when the teacher explains. In approaching learning and solving problems, students actively participate in looking for solutions For complex and relevant issues in life every day. Collaborative process This possible students For more understand the material and apply it with a more deep, different method of Study conventionally inclined more passively. Matter can become a reflection of students who have the motivation in learning.

Based on the background above, researchers and teachers will collaborate to improve motivation Study students in the framework to improve the PPKN learning process in class IV SD Yogyakarta by applying the Problem-Based learning model Learning

3. Method

3.1. Participants and context

Study This was conducted in an elementary school in Yogyakarta. Study This was implemented in class IV SD Yogyakarta using the PBL learning model. A study was conducted in the even semester year lesson 2022/2023. This study uses a Classroom Action Research (CAR) approach which is divided into several cycles. Each cycle consists of planning, action, observation, and reflection. Kunandar (2009) states Classroom Action Research (CAR) is something activities carried out by the teacher or involves collaboration with others, with the objective For increase or repairing the quality of the learning process in the classroom. Termination of the cycle is carried out if the research results are by predetermined success indicators.

3.2. Material

The research procedure was carried out in two cycles where each cycle consisted of the stages of action planning, action implementation, observation or observation, and analysis or reflection. According to Arikunto (2013: 138-140), classroom action research is described as a whole through 4 stages, namely: planning, action, observation, and reflection.

3.3. Data collection and analysis

The data collection techniques used are 1) Observation, to observe student activities during learning by applying the Problem-Based learning model Learning in Class IV Thematic learning 2) Questionnaires, used to support basic data. Questionnaires are research instruments that contain a series of statements to capture data or information that must be answered by respondents their opinions 3) Documentation, the documentation technique in this study is in the form of photos of research activities and notes containing things faced or conditions of students in class during the learning process

3.4. Ethical Considerations

Data collection techniques using observation and questionnaires. Observation sheet For see activity participant student class and questionnaires will be shared For know level motivation participant educate based developed questionnaire. The data analysis used in this research is descriptive comparative analysis. The analysis was carried out by comparing the initial conditions before the action was carried out with the results obtained in cycles I

and II so that it could be seen that there were differences before and after the action was carried out.

According to Sudjana, Nana (2007: 129) the percentage is:

$$P = \frac{f}{N} \times 100\%$$

Description :

P = level of success achieved

F = total score of respondents' answers

N = number of students who answered the question

After doing the evaluation use percentage For all instrument learning, the researcher will describe results obtained To evaluate the extent of the learning model the success implemented, and the achieved set goals.

3.5. Study Limitations

The research hypothesis is the use of Learning Models *Problem Based Learning* can increase student motivation in Class IV PPKN Learning at SD Yogyakarta in the academic year 2022 /2023.

4. Results and Discussion

Results on deployment *problem-based learning* can increase motivation Study participant educates the eyes PPKN class IV SD Yogyakarta lesson teaching 2022/2023. As seen from two PTK cycles applied there is an increase in motivation participant education. In every cycle, This applies 2 phases of learning. increasing motivation Study can be proved with the following table.

No	Cycle	Motivation Student
1	Pre cycle	73.63 %
2	Cycle 1	79.92 %
3	Cycle 2	78.04 %

The measurement results in the first cycle showed that the learning motivation of fourth-grade students at SD Yogyakarta was still low. This is shown by the average student motivation in the pre-cycle of 73.63% and is included in the sufficient category. After the researchers took action in cycle I, the measurement results showed that there was an increase in student motivation by 1.27%, from 73.63% to 74.90%. PBL is a learning method that can increase student interest and make learning easier mean. In PBL, students engage actively with real problems, which allows them to find solutions to these challenges. Approach PBL education is something pushing method students For Work together in a group with an objective look for a solution to real-world problems, all at once developing Skills for them to be independent students (Akçay, 2009; Devi, 2014). The process of this direct experience will generate intrinsic motivation in students. Action is needed in cycle II because the action in cycle I has not reached the success criteria. After going through the process of improvement, motivation to learn in Grade IV SD Yogyakarta students increased from cycle I to cycle II by 3.14%. Cycle I which was initially 74.90% rose to 78.04%. The stages of the Problem-Based model Learning (PBL) in cycle II went well so students could understand the lessons. The percentage increase proves that the improvements made in cycle II have been successful.

5. Conclusion

Based on the results of research conducted by researchers regarding the application of problem-based learning models to increase student motivation, conclusions are drawn :

Improving student motivation starting from pre-cycle activities to cycle II. Student motivation increased from cycle I to cycle II by 3.14%. Cycle I, which was initially 74.90% (enough category) rose to 78.04% (good category). This increase occurred due to improvements from the recommendations in cycle I.

Thus, the application of the Problem-Based Learning learning model can increase the activity of fourth-grade students at SD Yogyakarta.

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