

Efforts to Increase Motivation to Learn Civics in Indonesian Political Culture Materials Through the Role Playing Method

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Abstract

The purpose of this research is to increase the motivation to learn PPKn in Indonesian Political Culture Material through the Role Playing Method. The research method is Classroom Action Research which includes 3 cycles where each cycle has 4 stages. The research subjects were class X students of the Ciracas Ummah Development Vocational School, totaling 28 students, the data source came from teachers and students. Data collection techniques are by observation, interviews, and documentation. The results showed that there was a significant increase in the motivation to learn PPKn in class X students. This could be seen from the increased learning motivation of students. The research showed that in cycle I the first meeting the average score was 8.3 and in cycle I the second meeting the average score was the average value is 9.83. In cycle II, the first meeting, the average value increased to 13.3, and in cycle II, the second meeting, the average value increased to 16.16. And in cycle III meeting 1 the increase was more visible with an average of 21.6 and in cycle III the second meeting increased to 23.5. The results of this study indicate that through the role playing method it can increase students' learning motivation on Indonesian political culture material, in Civic Education learning, class X at SMK Era Pembangunan Umat Ciracas Jakarta.

Keywords: civics learning motivation, political culture material, role playing method

1 INTRODUCTION

Learning is a process of change in human personality and these changes are shown in the form of increasing the quality and quantity of behavior such as improving the quality of student learning in the quality of knowledge skills, attitudes, understanding, skills, thinking and other abilities (Abnisa, A. P., & Zubairi, Z., 2022). This means that the purpose of teaching and learning activities is a change in behavior, both concerning knowledge, skills, attitudes, even covering all personal aspects. Teaching and learning activities such as organizing learning experiences, assessing learning processes and outcomes, are included in the scope of the teacher's responsibilities and the achievement of student learning outcomes.

In the learning process, it is not only given the provision of subject matter, but the interests of students are also very important to support students in receiving learning (Senthamarai, S., 2018). Interest is a person's tendency to carry out an action or deed, for example an interest in learning and deepening the subject matter.

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The teacher does not only convey knowledge material to students in the classroom, because the material they obtain is not always in accordance with developments in society. What is needed by students is the ability to obtain or process information according to their needs. Teaching is no longer an attempt to impart knowledge, but rather an attempt to

create an environmental system that teaches students so that teaching goals can be optimal. The role of motivation in learning is very important (..), through motivation children will be encouraged to always try to develop their curiosity about something. Motivation in learning will also determine a person's success in achieving his goals or desires through motivation, students will make changes in their learning behavior from the way they learn that has less impact on them in their lives, so that learning motivation is considered the driving force of every activity. what was done. Providing motivation to students is not only the responsibility of the principal and teachers at school, but what is more important is the role of parents at home in helping their son/daughter's activities, this needs to be done to keep the motivation embedded in students getting stronger, especially for teaching activities. Learning activities are a basic process of human development by learning humans make qualitative changes to individuals so that their behavior develops, through learning activities humans also discover something new as experience because learning is always through a process and not a result. As happened at the Bina Nusa Mandiri Vocational School, Ciracas, East Jakarta, when the researchers explained Civics learning about Indonesian Political Culture material, there were 70% of students who were not motivated in Civics learning.

Apart from the above problems and also from initial observations in class X at Bina Nusa Mandiri Vocational School, the following symptoms have been found: there are still teachers who have not implemented the role-playing method in the learning process, the learning atmosphere is not conducive, some are playing when the teacher is explaining learning, when the teaching and learning process takes place, there are still teachers who tend to use the lecture method in total, so that students feel bored in learning activities such as students who sleep when the teacher delivers the subject matter. The method used should be in accordance with the material being taught.

Motivation Derived from the word "motive" is defined as the effort that encourages someone to do something. It can also be said as the power from within and within the subject to carry out certain activities in order to achieve a goal.

Motivation is "encouraging" a conscious effort to influence a person's behavior so that he is moved to do something so as to achieve a certain result or goal. motivation to learn which is a change in behavior. students' learning motivation increases if in learning the teacher uses the right method in accordance with the learning material and the conditions of students and the environment. In order to get good learning motivation, don't always use learning media. The use of a learning approach in presenting lessons greatly influences learning motivation, so that the presentation of learning is not always dominated by the teacher, students must also be active in the learning.

The three functions of motivation are as follows: encouraging humans to act, so as a driver or motor releasing energy. Motivation in this case is the driving force of every activity to be carried out. Determine the direction of action, namely towards the goal to be achieved. Thus motivation can provide direction and activities that must be carried out in accordance with the formulation of its goals.

Selecting actions, namely determining what actions must be carried out in harmony to convey goals, by setting aside actions that are not useful for certain goals.

The factors that influence motivation are as follows, intellectual factors. One of the important factors that determine the behavior of a person's motivation in an effort to have knowledge and learn something. Psychological factors, factors that arise from within the individual related to the psyche. Sociological factors, factors that arise from outside the individual which consists of the living environment and non-living environment. Physiological factors, factors related to the individual body. If a person's body is disturbed, this condition will disrupt the person's activities.

The elements that influence learning motivation are as follows: Students' aspirations or aspirations, Student abilities, Student environmental conditions, Dynamic elements in learning and learning Community environment, Family environment, Peers, Language personality. The efforts to increase learning motivation are as follows: Optimizing the

Application of Learning Principles, Optimizing the Dynamic Elements of Learning and Learning, Optimizing the Utilization of Experience and Ability of Learners

The advantages of the role playing method, a method certainly has advantages, as well as the role playing method according to Endah, revealed that: the advantages of the role playing method: involving all students can participate have the opportunity to advance their abilities in working together as a whole. Games are an easy invention and can be used in different situations and times.

Political Culture is the political aspect of the value system that develops in society which is influenced by the atmosphere of the time and the level of education of the community itself. This means that the political culture that develops in a country is motivated by the situation, conditions and education of the people themselves, especially political actors who have the authority and power to make policies so that the political culture that develops in the society of a country will change from time to time. The political culture that developed in the era of parliamentary democracy was very diverse, with high mass participation in channeling their demands, giving rise to the notion that all levels of society had a participatory political culture (Almond, Gabriel A. & Verba, 1990). The assumption that the people knew their rights and could carry out their obligations led to a deviation in their evaluation of the political events that occurred at that time. So in this case, it is necessary to hold an innovation in increasing student learning motivation, one of which is the role playing method. With the role playing method, students will feel helped by friends who have more abilities.

In addition, the role playing method will also foster cohesiveness and cooperation between students. The role-playing method can foster student activity and motivation in learning, allows for direct interaction between students and other students as well as with the teacher, can provide an integral or comprehensive experience, then learning by using the role-playing method will further increase the achievement index of learning motivation which in this study is an increase in students' learning motivation.

Therefore, through the role playing method, students feel they know more about the subject matter than their peers, because the role playing method is the right way to increase student learning motivation. Playing a role in learning can increase student learning motivation on Indonesian political culture material at SMK Bina Nusa Mandiri Ciracas, East Jakarta.

Based on the description above, the formulation of the problem in this study is How can the role playing method increase students' learning motivation in Civics learning on Indonesian Political Culture material at Bina Nusa Mandiri Vocational School?

The purpose of this study was to find out about increasing students' learning motivation by applying the role playing method to increase students' learning motivation in Civics learning on Indonesian Political Culture material at SMK Bina Nusa Mandiri Ciracas.

2 RESEARCH METHODS

Classroom Action Research is a type of research carried out by teachers in the form of certain actions to improve student learning processes and outcomes. The action here is an activity that is deliberately arranged by the teacher for students to carry out with the aim of improving the learning process in the classroom (Rustiyarso, 2014).

In this study, researchers took the Classroom Action Research (CAR) method in class X SMK Era Pembangunan Umat Ciracas Jakarta. This Classroom Action Research Method (CAR) is a type of research conducted by educators to improve the quality of classroom learning. Action is an activity that is deliberately carried out with a specific purpose in its implementation using a cycle of activity. While the class is a group of students at the same time and the same place receiving the same lesson from the same teacher. The Kurt Lewin model is the main reference or basis for various action research models, especially Classroom Action Research, who was the first to introduce action research. The main

concepts of action research according to Kurt Lewin are planning, action, observation, reflection (Arikunto, 2007).

3 RESULT AND DISCUSSION

3.1 Pre Action Description

Before the researchers began to conduct their research at the research location, namely class X in the Era Development Vocational High School, the researchers first made observations about students' learning motivation and the results were used as a reference for conducting follow-up actions in this study. Before learning begins, the researcher prepares a lesson plan that refers to the syllabus and curriculum applied.

This research was assisted by a teacher as an observer who helped collect data and observe students' teaching and learning activities. The students who were observed totaled 28 students.

Judging from the learning outcomes data, it can be stated that the PPKn learning outcomes of class X students have not achieved satisfactory grades. The learning process begins with a problem that the teacher finds. In learning the step of formulating the problem is continued by analyzing the problem, then planning the learning which is done by analyzing the problem then planning the learning which is carried out in three cycles. Presentation of the implementation will be divided into several sections, namely research planning, action implementation, observation and research reflection.

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3.2 Discussion

Motivation in students when learning is very important (Filgona, J., et al., 2020), looking at the conditions of family and environmental background, maybe very few students go to school with high motivation to learn, more students go to school only because of the demands of their parents or just to fulfill their obligations as a teacher. student and want to meet friends. Our obligation as teachers is to motivate students in various ways

Based on the results of the research carried out in cycles I, II and III there was an increase in the results of observations of students' activities. Increased student motivation in cycles I, II, and III as shown in the Table 1.

Table 1. Results of student observations cycle I-III

No.	Information	Average value	Succes criteria
1	Cycle I meeting 1	8,3	Less motivated
2	Cycle I meeting 2	9,83	Less motivater
3	Cycle II meeting 1	13,3	Motivated enough
4	Cycle II meeting 2	16,16	Motivated enough
5	Cycle III meeting 1	21,6	motivated
6	Cycle III meeting 2	23,5	motivated

Based on Table 1, it can be clearly seen that there was a significant increase from cycle I to cycle III. In the first cycle of research activities, the first meeting was in the criteria of being less motivated with an average gain of 8.13, in the first cycle the second meeting was still included in the criteria of being less motivated with an average gain of 9.83. Furthermore, in cycle II the first meeting obtained an average value of 13.3 with the criteria

of being sufficiently motivated, in cycle II the second meeting obtained an average value of 16.16 with the criteria of being less motivated. Whereas in cycle III the first meeting obtained an average value of 21.6 included in the motivated criterion and in cycle III the second meeting there was an increase, namely obtaining an average value of 23.5, the acquisition was included in the motivated category.

The increased learning motivation of students in cycle III before the application of discipline in the teaching and learning process in both cycle I and cycle II shows that the improvement in learning brought by researchers can solve the problems encountered. This means that learning planning is appropriate for overcoming the problems of students' learning motivation that occurred in the previous class. Furthermore, there was an increase in students' learning motivation in PPKn subjects from before, namely cycle I to cycle II and cycle III showing that the role playing method can increase the learning motivation of students in class X SMK Era Pembangunan Umat Ciracas Jakarta.

Table 2. Results of student observations cycle 1 meeting 2

No.	Indicator	Amount
1	Pay attention to the teacher's explanation	14
2	The desire to find materials	12
3	Activeness in asking questions	2
4	Activeness in answering questions	4
5	Actively draw conclusions	3
6	Carry out a task	15
Total Value		50
Average		8,3

Table 3. Results of student observations cycle 1 meeting 2

No.	Indicator	Amount
1	Pay attention to the teacher's explanation	18
2	The desire to find materials	13
3	Activeness in asking questions	3
4	Activeness in answering questions	5
5	Actively draw conclusions	4
6	Carry out a task	16
Total Value		59
Average		9,83

Success Criteria:

1. Value 30 – 40 = Highly Motivated
2. Value 20 – 30 = motivated
3. Value 10 – 20 = Simply Motivated
4. Value 1 – 10 = Less Motivated

From the results of observations of researchers in cycle 1, the first meeting obtained a total score of 50 out of 6 attitude indicators with an average of 8.3 based on the range of values made, this average is included in the criteria of being less motivated. At the second meeting the results of the observations showed a slight increase in the total score of 59 with an average of 9.83, but based on the value criteria made, the average is still included in the less motivated category.

Table 4. Observation results of students in cycle II meeting 1

No.	Indicator	Amount
1	Pay attention to the teacher's explanation	20
2	The desire to find material	15
3	Activeness in asking questions	5
4	Willingness to answer questions	7
5	Actively draw conclusions	9
6	Carry out a task	24
Total value		80
Average		13,3

Table 5. Observation results of students in cycle II meeting 2

No.	Indicator	Amount
1	Pay attention to the teacher's explanation	26
2	The desire to find material	21
3	Activeness in asking questions	7
4	Willingness to answer questions	9
5	Actively draw conclusions	9
6	Carry out a task	25
Total Value		97
Average		16,16

Succes Criteria:

1. Score 30-40 = Highly Motivated
2. Score 20-30 = Motivated
3. Score 10-20 = Moderately Motivated
4. Score 1-10 = Less Motivated

At the meeting of the second cycle, students have started to increase motivation with the use of the role playing method. Students look happy, not looking for other activities, because the role playing method can stimulate students' interest in learning even though not all students, even students have the confidence to express their opinions by answering questions from the teacher (Dimiyanti & Mudjiono, 2006).

Table 6. Observation results of students in cycle III meeting 1

No.	Indicator	Amount
1	Pay attention to the teacher's explanation	24
2	The desire to find material	23
3	Activeness in asking questions	20
4	Willingness to answer questions	20
5	Actively draw conclusions	19
6	Carry out a task	24
Total Value		130
Average		21,6

Succes Criteria:

1. Score 30-40 = Highly Motivated
2. Score 20-30 = Motivated
3. Score 10-20 = Moderately Motivated
4. Score 1-10 = Less Motivated

Tabel 7. Observation results of students in cycle III meeting 2

No.	Indicator	Amount
1	Pay attention to the teacher's explanation	26
2	The desire to find material	25
3	Activeness in asking questions	22
4	Willingness to answer questions	22
5	Actively draw conclusions	19
6	Carry out a task	27
Total Value		141
Average		23,5

Succes criteria:

1. Score 30-40 = Highly Motivated
2. Score 20-30 = Motivated
3. Score 10-20 = Moderately Motivated
4. Score 1-10 = Less Motivated

At the 3rd cycle meeting the students were well motivated. With the use of the role playing method, students look happy and enthusiastic about participating in learning, because the role playing method distracts and provides meaningful learning (Angkowo & Kosasih, 2007).

From the table above, it can be seen that the motivation level of students has experienced a very significant and very satisfying increase where in cycle III the first meeting had a total score of 130 out of 6 attitude indicators with an average of 21.6 and in the second meeting had a total value of 6 attitude indicators with an average of 23.5 based on this value, students in the learning process are included in the motivated criteria.

4 CONCLUSION

Based on the results of research using the role playing method in the learning process it can be concluded that: The use of the role playing method can increase students' learning motivation in civic education lessons in class X SMK Jakarta Umat Development Era. This is supported by data from observations in cycle 1 of the first meeting which at first obtained an average score of 8.3 which indicated the "less motivated" assessment criteria in cycle 1 of the second meeting increased to 9.83 but still showed the assessment criteria "less motivated", an increase in value was also seen in the implementation of the second cycle of the first meeting getting an average value of 13.3, which shows the criteria of "motivated enough" and in cycle II the second meeting gets an average of 16.16. Which also still shows the increase in value is more visible in cycle III the first meeting getting an average score of 21.6 which shows the criteria of "motivated" and in cycle III the second meeting there is also an increase, namely obtaining an average value of 23.5 which also shows the criteria "quite motivated".

In the teaching and learning process, attention must be paid to what can encourage students to study well or have the motivation to think and focus, plan and carry out activities related to or support learning (Sardiman, 2007). Student motivation can develop activities and initiatives, can lead to maintain persistence in learning activities.

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