

Efforts to Increase Student Learning Motivation in Civics Subjects with Pancasila Materials with Scrapbook Learning Media

Indah Lestari*, Chrisnaji Banindra Yudha, Maria Ulfa
Pendidikan Guru Sekolah Dasar, STKIP Kusuma Negara, Indonesia
*indahlestari@stkipkusumanegara.ac.id

Abstract

Motivation has an important role in the process of teaching and learning activities both for teachers and for students themselves. With the learning motivation of students, learning outcomes will increase. The purpose of this study was to increase students' learning motivation in Civics subjects with Pancasila material with scrapbook learning media in third grade students in the even semester of the 2021/2022 academic year. This research method is classroom action research that follows the Kemmis and Taggart models. This study includes 2 cycles where each cycle includes 4 stages, namely planning (planning), acting (implementation), observing (observing) and reflecting (reflection). The research subjects were 28 students, while the data were collected through observation, questionnaires, tests, interviews and field notes. This is evidenced by the average results of observations, questionnaires and tests in each cycle that continues to increase. The average results of the questionnaire are in the first cycle = 82% while the second cycle = 87%, the percentage test results are in the first cycle = 78% and in the second cycle = 85% and the results of interviews conducted conclude that learning Pancasila material with scrapbook media is fun for students. It can be concluded that learning Pancasila material by using scrapbook learning media can increase students' learning motivation.

Keywords: civics subject matter pancasila, learning motivation, scrapbook learning media.

1 INTRODUCTION

Humans are social creatures. As social beings, humans cannot be separated from other humans. Human relationships with other humans will form a social interaction. Social interaction is a relationship between human beings that influence each other both in the relationship between individuals, groups and between individuals and groups. Social interaction occurs in various places over time. One place of social interaction is school. Schools as educational institutions become a means of social interaction for those involved in education, namely: students, teachers, principals, and others. The role of social interaction in the school environment is very important in an effort to create conditions that are more conducive to generating motivation in students.

A teaching and learning relationship has a meaning that there is a relationship activity from the teaching staff who carry out teaching tasks, namely the teacher and on the one hand with the learning community which means students. The relationship between the teacher and the learning community is a process of motivation. This means that in the relationship process, the teacher can share and increase motivation as well as strengthen the learning community so that they can carry out learning activities optimally. Therefore, it is emphasized that teaching principles, namely teaching principles which are important factors that need to be considered and applied by teachers in the learning process, theoretically greatly affect the student learning process (Hidayatullah, 2018).

Education is a conscious effort to develop the skills and abilities of potential human resources through the process of teaching activities (Law No. 20 of 2003 concerning

National Education System). Aspects that arise from within a person, one of which ensures success or failure in the process of teaching and learning activities is student learning motivation. In a learning activity, motivation is the overall driving force within oneself that gives rise to learning activities, which ensures the continuity of learning activities. Learning motivation is a non-intellectual psychological factor. Thus a person can not succeed or be said to have failed even though he has a fairly high intelligence ability, due to a lack of motivation in student learning. Basically,

Motivation plays an important role in influencing learning. Motivation plays a very important role in human efforts to achieve the desired goals, in the field of education and other goals (Rumhadi, 2017). Motivation has benefits for both teachers and students. Benefits for teachers to recognize the learning motivation of students is very necessary in order to maintain and also increase student learning motivation. Furthermore, for students learning motivation can be able to develop the spirit of learning so that students will be encouraged to be involved in learning behavior. Students carry out learning activities happily because there is a motivational boost.

Therefore, there are not only internal factors but also external factors that can affect student motivation, namely strategies, models, methods, and learning media that are applied in the process of teaching and learning activities that are applied by teachers so that students can learn optimally. , and achieved with what is the goal in the teaching and learning activities.

Citizenship Education is one of the subjects which is a series of processes to direct students to become citizens who have the character of the Indonesian nation. So that in the future they will be able to become intelligent, skilled, responsible and active children of the Indonesian nation in the progress of the Indonesian nation. Therefore, Civics learning in schools is to shape students to become Indonesian citizens who are skilled and have character in accordance with the objectives of Pancasila and the 1945 Constitution.

Based on the results of observations on October 5, 2021, researchers found several problems, such as the average student learning outcome was low, which means that it has not reached the minimum completeness criteria set by the Integrated Islamic Elementary School Dialulhaq Bekasi, which is 75, some students disturb their classmates during the learning process. , chatting and talking when the teacher explained the material, some students did not take notes when giving the material, only a few of the students responded when asked by the teacher, students were allowed to go in and out to go to the toilet during the lesson, thus creating a less pleasant atmosphere in the classroom. the learning process by the classroom teacher.

From the observations made by the researcher, the students did not seem to show any motivation in learning. If students have motivation in learning, students will show attitudes according to the eight indicators of learning motivation according to Sardiman, namely being diligent in facing assignments, being tenacious in facing tasks, showing interest in problems, happy to work independently, getting bored quickly on assignments, being able to defend their opinions, not easy to let go of what is being said. believed, and happy to find and solve problems. Thus, it can be said that the third grade students of SDIT Dialulhaq Bekasi do not yet have the motivation to learn.

From the observations, the researchers also saw that there was no use of other learning media to attract students' attention in the learning process. The teacher's effort is only to use the theme book guide and worksheets during the learning process. Work on the questions in the theme book and also the LKS. Students only listen to the teacher's explanation without giving concrete examples to students. Thus the results make the atmosphere of the student learning process boring.

Observation results show that students' learning motivation is lacking. As well as the results of interview data obtained from a total of 23 respondents, namely third grade students of SD Islam Terpadu Dialulhaq, it is known that some of the respondents stated that they were less enthusiastic in learning Civics. To overcome student boredom while at the same time fostering student learning motivation, especially in Civics learning material Pancasila in class III SD Islam Terpadu Dialulhaq, it is necessary to use learning media that

can stimulate and attract students' attention. Learning media has various types, but one that can be used is scrapbook media which will be an alternative to help understand Pancasila material and at the same time increase student learning motivation.

In increasing student learning motivation, there are several ways for classroom teachers to overcome this, for example, by giving awards when students get grades or making good work by giving praise or prizes, the application of punishment in the classroom, for example, if students seem unwilling to learn, the teacher will ask students to sing in front of the class, and there was ice breaking in the middle of the lesson. Therefore, of the several ways teachers deal with students' learning motivation, researchers choose other alternative ways to overcome students' learning motivation by applying scrapbook learning media. Scrapbook media is a media adapted from photo albums made of used materials and then decorated to make it more attractive. scrapbook learning media to support student and teacher learning activities. So that students are more interested, active, and excited to participate in learning activities. Scrapbooking is the art of pasting photos or images on paper media, and decorating them to become creative works. Scrapbooks have several advantages, namely that they can be used as interesting learning media for students so that students concentrate more on learning (Veronica et al., 2018).

The reason for choosing scrapbook media is that this media is rarely used in learning, besides being unique and innovative, this media contains patches or pieces of information that are packaged attractively so that they can attract students' interest in learning, especially in studying Pancasila material. So, the use of media in this case is to help increase student learning motivation by not eliminating the main purpose of learning. With the learning media, the process of teaching and learning activities carried out by the teacher is expected to be unsaturated and boring so that students are motivated in ongoing learning activities.

Based on the problems described above, the formulation of the problem is how to apply scrapbooks in increasing student learning motivation? The purpose of this research is to increase students' learning motivation in Civics subject matter of Pancasila by applying scrapbook learning media in class III of the Integrated Islamic Elementary School Diaulhaq, North Bekasi.

2 RESEARCH METHODS

The type of research that will be used in this research is Classroom Action Research (CAR). The research location was conducted at SDIT Diaulhaq, North Bekasi, with 28 students as the subject of the research. The action procedure applied in this classroom action research follows the model that has been developed by Kemmis and Mc Taggart which consists of 4 stages which include: 1) planning stage, 2) implementation stage, 3) observation stage, and 4) reflection stage. The data collection technique used in this research is to use observation, questionnaires, tests, interviews, documentation and field notes.

The data analysis technique used in this research is qualitative and quantitative data analysis. In testing the validity of the data in this study, the researchers used a triangulation technique. Where triangulation technique is by checking the same source data but with different methods, namely by observation, questionnaires, tests, interviews, documentation, and field notes.

In this study, the indicator of success after the implementation of the action is the increase in student learning motivation in the Civics learning process which can be seen through the results of data analysis. If the increase in learning motivation during Civics learning using scrapbook learning media reaches 85%, based on the indicator criteria as follows: 1) diligent in facing tasks, 2) tenacious in facing difficulties, 3) showing interest in problems, 4) happy to work independently, 5) fast bored with the task, 6) can defend his opinion, 7) is not easy to let go of what he believes, and 8) likes to find and solve problems.

3 RESULT AND DISCUSSION

Efforts to increase student learning motivation by applying scrapbook learning media in class III SDIT Diaulhaq North Bekasi in Civics subject matter for Pancasila in the even semester of the 2021/2022 academic year are carried out in two cycles, each cycle has two meetings. The implementation of this action was carried out by the third grade teacher at SDIT Diaulhaq Bekasi, namely Mrs. Hj. Khofifah, S. Pd, while the researcher acted as an observer.

At the beginning of the meeting before the implementation of the action, students were given a questionnaire sheet and a pre-test sheet to determine the initial level of learning motivation of grade III students towards Pancasila material before the researcher took action using scrapbook learning media. The results of the student learning motivation questionnaire in the pre-action are addressed as follows:

Table 1. Percentage of Pre-Action Student Learning Motivation Questionnaire

No.	Indicator	Percentage
1.	Persevere in the face of the task	78%
2.	Tenacious facing the task	67%
3.	Show interest in the problem	74%
4.	Enjoy working independently	58%
5.	Get bored quickly on the task	67%
6.	Can defend his opinion	64%
7.	It's not easy to let go of what you believe in	69%
8.	Happy to find and solve problems	63%
Amount		67%
Criteria		Enough

As for the results of the pre-test which was followed by 28 students in the new pre-action, a student who can be said to be complete, whose score has reached the KKM value that has been set at SDIT Diaulhaq, North Bekasi, is 75. The following is a recapitulation of the results of the pre-test on the pre-action.

Table 2. Recapitulation of Student Pre-Test Results in Pre-Action

Information	Total students	Percentage
Complete	1 student	4%
Not Complete	27 students	96%
Total number	28 students	100%

From the research that has been carried out, the results of the study were obtained. The improvement of the learning process during cycles I and II has increased, the increase is described as follows: in cycle I there are still students who still do not pay attention to the material taught by the teacher seriously so that at any time when asked by the teacher students are not able to answer it, students also look passive in terms of asking what they do not know or do not understand from the teacher's explanation, and students are still difficult to be conditioned to be ready to learn.

However, in the second cycle, the third grade students of SDIT Diaulhaq Bekasi seemed to be enthusiastic in participating in learning activities, it was seen when students who had started to pay attention to the explanation of the material presented by the teacher seriously, actively and discussed with their group friends, dared to ask what they did not understand. and not ashamed anymore when answering questions posed by the

teacher to students. Changes in the attitude of grade III students in cycles I and II can be triggered by the use of scrapbook learning media.

The average student learning motivation questionnaire in the first cycle reached a percentage of 82% with good criteria, while in the second cycle it increased to a percentage of 86% in the second cycle the student's learning motivation was found to be in very good criteria. These criteria have reached the research success criteria, which is 85% in very good criteria, so the researchers decided to stop the research.

Table 3. Percentage of Student Learning Motivation Questionnaire Cycle I and II

No	Indicator	Percentage	
		Cycle I	Cycle II
1.	Persevere in the face of the task	85%	93%
2.	Tenacious facing the task	87%	88%
3.	Show interest in the problem	82%	96%
4.	Enjoy working independently	74%	74%
5.	Get bored quickly on the task	85%	88%
6.	Can defend his opinion	84%	84%
7.	It's not easy to let go of what you believe in	84%	90%
8.	Happy to find and solve problems	83%	88%
Amount		82%	87%
Criteria		Well	Very good

Therefore, the average percentage of students' learning motivation increased to 87% which was included in the very good criteria. The table data above can be clarified by the bar chart below.



Figure 1. Results of Pre-Action Questionnaire, Cycle I and Cycle II

In addition to being given a questionnaire, Students were also given a post test sheet which was given at the end of each cycle which was followed by 28 students. For the post test sheets I and post test II, the questions are different but still in the form of multiple choice and essays. The following recapitulation of the results of post tests I and II can be seen in the table below:

Table 4. Recapitulation of Cycle I and Cycle II Results

Information	Cycle I		Cycle II	
	Amount	Percentage	Amount	Percentage
Complete	18 students	64%	24 students	86%
Not Complete	10 students	36%	4 students	14%
Total	28 students	100%	28 students	100%

Based on the table above, it can be seen that the post-test results of students in cycle II have increased from cycle I, namely 24 students who have completed and 4 students have not completed. Researchers gave pre-test and post-test in each cycle to determine student attitudes during the test whether students had met the criteria for each indicator of student learning motivation or not and to measure the extent to which students' ability to understand the Pancasila material was. The following is a more detailed description of the data from the pre-test and post-test results in each cycle.

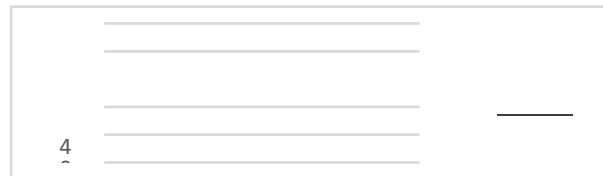


Figure 2. Results of Pre Test, Post Test I and Post Test II

Based on the picture above, it can be concluded that by using scrapbook learning media on Pancasila material, students have been able to solve the questions that have been given, so that students are able to improve their understanding skills on Pancasila material. This can be seen from each cycle of research that has experienced continuous improvement, which is marked by the increasing number of students who have reached the minimum completeness criteria (KKM).

When students learn, students must have interest and motivation from within themselves first. This can be supported through learning innovation by using interesting learning models or media. In addition, teachers must also create new innovations in learning activities so that learning is not monotonous, the atmosphere in the classroom looks more fun and students do not feel bored. By utilizing the use of models, methods or learning media.

Learning media is used as an intermediary tool to convey messages or information to students. With the creative media will be able to stimulate students to like the lesson. One of the innovations that can attract students' attention in learning activities is to use interesting media.

One of the supporting learning media is media, the learning media that can be used is scrapbook media. Scrapbook media is a concrete learning media, in the form of an attractively decorated book. This media contains pictures and explanations, making it easier for students to understand the teaching material. Because with this media students can immediately know the picture and also the explanation at once (Purwatiningsih, 2020).

Scrapbooking is the art of decorating and designing photos using leftover materials. Scrapbook or scrapbook, comes from the English language, "scrap" which means leftovers, scraps, cutouts, or pieces. While "book" itself means a book. Scrapbooks are usually used to create memory albums that contain not only photos but in the form of clippings or important notes related to important moments. Along with the times, scrapbooks are not only used as a medium to beautify photo albums or pictures. However, now scrapbooks are used as wedding dowries, because scrapbooks are creative and innovative works in order to leave an impression on a special day. Scrapbooks can be made handmade / handmade so that it is possible to adjust to the desired theme. Researchers use grouping scrapbook media because this media is a type of concrete media that is packaged in the form of an interesting book. With an attractive presentation, it is expected to increase student learning activity (Wardhani, 2018).

Study is process where teacher and student interact and relate in context education for reach destination certain. Destination from problem is destination education. is wrong one destination education achieved could seen from performance study which achieved student. With score which tall, student have indication knowledge which good. Wrong one factor which influence performance student is motivation. With motivation, student will study more active, more persistent, diligent, possessive, and focus full on process learning. Motivation study is wrong one Thing which need conducted for improve learning in schools.

Learning motivation has a big role in the success of a student. Learning outcomes will be optimal if there is motivation to learn. The more precise the motivation given, the better the learning outcomes. Thus, motivation always determines the intensity of the learning effort for students (Andriani and Rasto, 2019).

Motivation for study is factor which very important in process study teach. Motivation could cause results study which more good for student. Student which motivated have energy for involved in activity learning. With thereby, results study most good when motivation tall, so that student with intelligence which enough tall possible fail because motivation which weak. Motivation hold role which very important in process study student, because motivation student is perseverance and results study student achieved with good. They very motivated for study and influence results study his students. Teacher no must stuck on one method in activity study teach him, but must use method which different so that student permanent motivated and no bored. With use various method and situation for support student, they could study more enthusiastic and achieve (Datu, et al, 2022).

By using scrapbook learning media in Civics subject matter Pancasila in class III SDIT Diaulhaq Bekasi, it shows that students' learning motivation increases in each cycle. This happens because using scrapbook learning media that is packaged as attractively as possible can attract the attention of students to read the contents of the material in it and there is also an object that looks real through pictures that make it easier for students to know and remember it, so students become motivated in following the process. learning.

This is in accordance with one of the advantages of scrapbook media is to attract attention in terms of color, image and design. During the learning process in the experimental class using visual media, namely scrapbooks, students' responses to the visual media scrapbooks were very good, which was indicated by the activeness of students in asking and answering questions, meaning that students' interest and curiosity became greater and the attractiveness and attention of students increased. The advantages of visual media are that it can be read many times, can instill the right concepts, can generate new interests and desires, and can increase the attractiveness and attention of students (Rambe, Erika, and Purba, 2022).

Media scrapbook which is development media visual in study this, no only stimulate interest and desire new, but also stimulate attention student in understand and remember Theory, so that could influencemotivation to learn andresults study student

3 CONCLUSION

Based on the results of the questionnaire data analysis of student learning motivation for two cycles, each cycle seems to have increased. This can be seen from the percentage value obtained in the pre-action by 67% (sufficient criteria), the first cycle of 82% (good criteria) and in the second cycle of 87% (very good criteria). While the results of the analysis of test data for two cycles, each cycle seems to have increased. This can be seen from the percentage value obtained in the pre-test of 53% (less criteria), post-test I of 78% (good criteria) and in post-test II of 85% (very good criteria).

4 REFERENCES

- Andriani, Rike and Rasto. (2019). Learning motivation as a determinant of student learning outcomes. JOURNAL OF OFFICE MANAGEMENT EDUCATION Vol. 4 No. 1, January 2019, p. 80-86. <https://ejournal.upi.edu/index.php/jpmanper/article/view/14958/8522>
- Datu, Almi Ranti, et al. (2022). The Effect of Learning Motivation on Student Learning Outcomes in the Middle of the Covid-19 Pandemic JOURNAL OF BASICEDU Volume 6 Number 2 of 2022 Pages 1959 – 1965. <https://www.jbasic.org/index.php/basicedu/article/view/2285/pdf>
- Hidayatullah, SP (2018). The Effect of Application of Teacher Teaching Principles on Student Learning Outcomes. JMKSP (Journal of Management, Leadership, and Education Supervision), 3(2), 232–241.
- nisa, K., triwolandari, R., & Kosim, A. M. (2018). Jurnal Education Partners (JMP Online) 1(1). Journal of Education Partners, 2(10), 1063–1077.
- Purwatiningsih, H. (2020). The effectiveness of using scrapbook media on thematic learning outcomes of elementary school students. Proceedings of the Basic Scientific Conference, 2, 2020. <http://prosiding.unipma.ac.id/index.php/KID>.
- Rambe, Juli Asima, Erika, and Nancy Angelia Purba. (2022). The Effect of Using Scrapbook Media on Students' Learning Motivation in Civics Subjects at Integrated Islamic Elementary Schools. JOURNAL OF BASICEDU Volume 6 Number 5 of 2022 Pages 7822 – 7830. <https://media.neliti.com/media/publications/452421-none-b3c3ef6d.pdf>
- Rumhadi, T. (2017). Urgency of Motivation in the Learning Process. Journal of Religious Education and Training, 11(1), 33–41. [bdksurabaya.e-journal.id ? articles ? downloads](http://bdksurabaya.e-journal.id/?articles?downloads).
- Tikalisti, N., Widyaningsih, O., & Ulfa, M. (2017). The Development of Ludo Game Media in Civics Subjects The Beauty of Diversity in My Country. Proceedings of the National Education Seminar STKIP Kusuma Negara II, 193–200.
- Veronica, I., Whyu Pusari, R., & Setiawardana, MY (2018). Scrapbook Media Development in Science Learning. Scientific Journal of Education and Learning, 2(3), 258. <https://doi.org/10.23887/jipp.v2i3.16222>.
- Wardhani, Setyo Wahyu. (2018). DEVELOPMENT OF SCRAPBOOK MEDIA ON ANIMAL GROUPING MATERIALS FOR CLASS III STUDENTS OF ELEMENTARY SCHOOL. School

Journal	Vol	2,	No
2. https://jurnal.unimed.ac.id/2012/index.php/js/article/view/9934/8987			