

IMPROVING STUDENT'S MOTIVATION AND LEARNING RESULTS IN IPS LESSONS THROUGH THE DEBATE METHOD IN CLASS IV ELEMENTARY SCHOOL

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ABSTRACT

This classroom action research aims to determine the increase in motivation and learning outcomes in social studies subjects through the Debate Method, in fourth grade students at SDN 1 Anggrek District, North Gorontalo Regency. The subjects of this study were 25 students, consisting of 12 male students and 13 female students. In understanding the concept of social studies learning, students experienced an increase in each indicator, where the indicator restated a concept in the first cycle of action to reach 70% then increased to 76% in the second cycle. Presenting concepts in various forms of representation in the first cycle reached 52%, an increase in the second cycle by 72%. Furthermore, the indicator explains that in the first cycle it is 58% then in the second cycle it increases to 74%. The indicators analyzed in the first cycle reached 70% and increased in the second cycle by 77%. And on the indicator of developing in the first cycle of 56% then increased to 74% in the second cycle of action. Thus learning through the debate method can increase student motivation and learning outcomes.

Keywords: Motivation and Learning Outcomes, Debate Method

INTRODUCTION

Social studies learning is still influenced by the old educational paradigm, namely teacher-centered learning, while students must be ready to be filled according to the ability of the teacher. In the learning process, students usually sit quietly, listen and record the abstract concepts conveyed by the teacher, without being able to criticize what the concept means. During practice, they may be able to work on the questions that the teacher gives examples of. However, when there are questions that require understanding concepts, they also have difficulty solving them, because they do not learn to understand concepts, but take notes on concepts. The implication is the process of alienating students from their own environment. Students do not understand what social studies subjects are studied for, because the concepts they learn cannot be applied in their daily lives. In principle, the influence of teaching received by students is individual, but teachers in carrying out teaching and learning activities are carried out in groups (classical), but teachers are still required to learn how students can learn optimally according to the level of ability of each student. There are students who are fast in learning, because of their intelligence so that they can complete learning activities faster than expected, there are students who are slow in learning where students of this group often miss lessons and take longer than expected for normal students, there are students who creative students who show creativity in certain activities and always want to solve problems, there are students who have less achievement where in fact these students have a high level of intelligence but low learning achievement, and there are also students who fail in learning so they don't finish their studies at school.

For this reason, teachers need to try to understand the characteristics of their students and be able to use appropriate learning methods in teaching and learning activities as an effort to optimize student learning outcomes, because without this learning method learning outcomes will not be obtained as well as possible. In addition, it is no less important at the core of teaching and learning activities, namely the learning process that actively involves students, no longer by learning to sit, listen, record and memorize but emphasizes student activity both physically, mentally, intellectually and emotionally so that learning outcomes are achieved. optimal.

The teacher's role is the key to success in the mission of education and learning in schools in addition to being responsible for organizing, directing and encouraging students to find out about nature systematically so that social studies is not only mastery of a collection of knowledge in the form of facts, concepts or principles but it's also a discovery process. Social studies education is expected to be a vehicle for students to learn about themselves and the natural environment as well as prospects for further development in applying it in everyday life. In addition, teaching social studies subjects, especially in elementary schools (SD), can be interpreted as teaching about the concept of nature or education that touches natural aspects and events that occur in the surrounding environment.

Thus, it can be said that student motivation is needed in the social studies learning process. But in reality, social studies teaching only involves a little student activity. The learning process only runs in one direction, the teacher explains and the students listen, so it often causes boredom in students which has an impact on learning outcomes.

Based on observations at SDN 1 Anggrek, North Gorontalo Regency, the social studies learning process is still found to be of low quality, inefficient and lacks attractiveness, even tends to be boring, the low motivation of students in the social studies learning process has long been a problem for teachers so that the learning outcomes achieved are not optimal. This can be seen from the social studies learning outcomes of students in Class IV SDN 1 Anggrek, North Gorontalo Regency in the 2018/2019 academic year. Semester 1, some students have low scores with an average of only 60 and some even have lower scores. which is an average of 50 which is certainly lower than the minimum standard value for social studies subject, which is 70. Obtained from the initial observation activities of 30 students in Class IV SDN 1 Anggrek, only 11 people (36.67%) whose learning outcomes have been completed while 19 people (63.33%) low learning outcomes.

The low acquisition of social studies learning outcomes for students at SDN 1 Anggrek shows an indication of the low learning performance of students and the ability of teachers to manage quality learning. To find out why student learning outcomes are not as expected, of course teachers need to reflect on themselves to be able to find out the factors that cause student failure in social studies learning, by choosing learning methods that can activate students' learning.

Learning motivation is important for students so that students are more diligent and more enthusiastic in learning. Teachers are expected to motivate students so that they can improve the expected learning outcomes in accordance with the predetermined KKM. By using the debate method, it is hoped that learning will be more fun and more active, the way is to train teachers, then apply them collaboratively with researchers.

Given the importance of the role of the debate method in learning, the teacher must make learning fun. Debate is a learning method with the syntax of students being divided into two groups and then sitting opposite each other, students reading teaching material for each group to observe, presenting presentations of reading results by representatives of one group then responding to other groups and so on in turn, the teacher guides making conclusions and conduct evaluations.

More specifically, the debate method learning was carried out by providing material in the form of issues that were being discussed at the time. First, the problem that will be debated is read out by giving some illustrations that have happened, then students who have been divided into two groups are asked to provide responses, first the counter group is given the opportunity to reject or disagree with the illustrations given by giving logical reasons. from various points of view. After that, the pro group was asked to refute what the con group had said as well by giving logical reasons. The debate process is carried out continuously so that students really think as much as possible and then express it in front of the forum. To avoid boredom, the two groups exchanged positions and different problems, namely the pro group turned into a con group and vice versa. The use of media in the learning process will foster meaningful learning where students will be more interested, feel happy, and motivated to learn. learn, and foster curiosity about something they learn.

THEORITICAL REVIEW

According to Hamalik (2003:159) that learning outcomes are measurements of the overall activities achieved by students after participating in learning activities in an effort to achieve the goals that have been set. Sardiman (2007:20) defines that: "learning is always a change in behavior or appearance, with a series of activities, for example by reading, observing, listening, imitating and so on". This seems in line with what was expressed by Thronike who defines learning as a process of interaction between a stimulus (which may be a thought, feeling or movement) and a response (which can also be a thought, feeling or movement).

Gagne (in Dimiyati and Mudjiono (2009: 9) suggests that learning is a set of cognitive processes that change the nature of environmental stimuli, through processing information into new capabilities. According to Sunaryo (2007:2) that learning is an activity in which a person makes or produces behavior behavior that exists in him in knowledge, attitudes, and skills. Slameto (2010:2) suggests that learning is a process of effort by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment.

From the definition of the experts above, the writer concludes that learning is an activity that changes the behavior of the subject of learning from a certain situation to another that is better than before. If it is associated with "standards" in measuring an achievement or learning outcome, then there are at least two aspects of the benchmark used, namely:

1. Standards are closely related to the educational goals that schools must achieve in accordance with the curriculum. This goal can be expressed in the form of cognitive and non-cognitive goals, but can also be made operational in the form of real behavior.
2. The ability of a type of school to achieve goals can be expressed in the form of descriptive statistics. (Dimiyati, 2009:32)

Based on the two things above, to measure an achievement, the first question that arises is the extent to which the cognitive and non-cognitive achievements obtained by the school are in accordance with the applicable curriculum. The cognitive achievements in question include aspects of recognition, aspects of recall (recal), and aspects of understanding (comprehension). While non-cognitive achievements include aspects of acceptance, aspects of welcome, characteristics, reactive, interactive, and so on. (Hamalik, 2003:134)

Furthermore, knowing student learning outcomes, then used the assessment as part of the evaluation. While the assessment itself has special requirements to be fulfilled, namely; (1) validity or must be truly measurable, (2) reliability or have a fixed score/result, (3) objectivity, that is, it must be clear, firm, and without any intervention or cause different interpretations, (4) efficient which can be used with little cost, in a short time, and with satisfactory results, (5) Usefulness / practicality, namely useful for teachers to obtain data about the condition of their students. (Hamalik (2003:157).

If the five criteria mentioned above have been implemented in the assessment process, then by itself a teacher can already know student learning outcomes in terms of determining the type and level of learning difficulties and the factors that cause it, can determine which students get the rank or size in order to increase the grade. , and as a provision of student placement data in major schools based on their abilities. Besides that, the evaluation of learning outcomes has certain objectives, namely; (Hamalik (2003:157) 1) Provide information about the achievement of learning objectives that have been formulated by the teacher. 2) Provide information about things that affect the inability to achieve the learning objectives implemented. 3) Provide information about student progress in an effort to achieve learning goals through various learning activities. 4) Provide information that can be used to foster further student learning activities, both for the whole class and for each individual. 5) Provide information that can be used to determine students' abilities, determine their difficulties and suggest remedial activities (improvements) 6) Provide information that can be used to determine student abilities, determine enrichment (acceleration) of subject matter to those who achieve learning outcomes satisfactory. 7) Provide information that can be used as a basis to encourage students' learning motivation by recognizing their own progress and stimulating them to make improvements. 8) Provide information about all aspects of student behavior, so that teachers can help develop them into quality citizens and individuals. 9) Provide the right information to guide students in choosing a school, or position in accordance with their skills, interests and talents. (Hamalik, 2003:157).

Learning outcomes are benchmarks used to determine the level of success of students in knowing and understanding a subject, usually expressed by values in the form of letters or numbers. Learning outcomes can

be in the form of skills, values and attitudes after students experience the learning process. Through the teaching and learning process, students are expected to acquire certain intelligence and skills as well as changes in themselves.

Learning outcomes are things that are obtained from the teaching and learning process. Through learning outcomes, learning objectives can be measured whether they have been achieved or not. Rahman and Amri (2014: 44) suggest learning outcomes as changes in behavior obtained by students after carrying out learning activities. The occurrence of changes in behavior can be observed and measured in the form of changes in student knowledge as a result of learning and the process of interaction with the environment which is realized through the achievement of learning outcomes. Thobroni (2015: 22) states the same thing that learning outcomes are changes in overall behavior, not just one aspect of human potential. This means that the capabilities possessed must be viewed comprehensively, not separately.

Gagne (in Sagala, 2013: 18) defines learning outcomes as the result of cognitive processes consisting of verbal information, namely the capability to express knowledge in the form of language both spoken and written, intellectual skills, namely skills that function to relate to the environment and present concepts and symbols, cognitive strategies, namely the ability to channel and direct their own cognitive activities, motor skills, namely the ability to perform a series of physical movements in affairs and coordination, and attitudes, namely the ability to accept or reject objects based on an assessment of the object.

According to Dimiyati and Mudjiono (1994:4), learning outcomes are things that can be viewed from two sides, namely the student side and the teacher's side. From the student's perspective, learning outcomes are a better level of mental development when compared to before learning. The level of mental development is manifested in the types of cognitive, affective, and psychomotor domains besides that learning outcomes are also considered as the peak of the learning process. Meanwhile, from the teacher's point of view, the act of teaching ends with a process of evaluating learning outcomes, with an evaluation of learning outcomes indicating that the lesson material has been completed.

According to Hamalik (2006: 30) learning outcomes are when someone has learned there will be a change in behavior in that person, for example from not knowing to knowing, and from not understanding to understanding. Learning outcomes are obtained by students after experiencing the interaction of the learning process.

Kunandar (2013: 277) explains that student learning outcomes are the results of students' daily test scores obtained by students in subjects. Daily tests are carried out at the end of the learning process in certain units of discussion or competence. Bloom (in Uno, 2012:26) suggests that there are six cognitive aspects as abilities that need to be measured in the teaching and learning process, namely; (1) knowledge, (2) understanding, (3) application, (4) analysis, (5) synthesis, and (6) evaluation.

The cognitive domain is a domain that discusses student learning outcomes with regard to learning objectives with regard to mental processes that start from the level of knowledge to a higher level, namely evaluation. This cognitive domain consists of six levels which are hierarchically ordered from the lowest (knowledge) to the highest (evaluation) and can be explained as follows.

- (1) The level of knowledge (knowledge), namely a person's ability to memorize or recall or repeat the knowledge that has been received.
- (2) The level of understanding (comprehension), is defined as a person's ability to interpret, interpret, translate or state something in his own way about the knowledge he has received.
- (3) The level of application, defined as a person's ability to use knowledge in solving various problems that arise in everyday life.
- (4) The level of analysis (analysis), namely as a person's ability to detail and compare complex data and classify it into several categories with the aim of connecting with other data.
- (5) The level of synthesis (synthesis), namely as a person's ability to relate and express various elements and elements of existing knowledge so as to form a new pattern that is more comprehensive.
- (6) The level of evaluation (evaluation), namely as a person's ability to make an estimate or the right decision based on the criteria or knowledge he has.

Motivation is one of the factors that determine the effectiveness of learning, because motivation is the driving or pulling force that causes behavior towards a certain goal. According to Siagian (2004:137) motivation is

also known as encouragement related to a conscious effort to influence a person's behavior so that he is moved to act to do something so as to achieve the desired result or goal.

(7) John P. Campbell (in Purwanto, 2004:72) suggests that motivation includes the direction and purpose of behavior, response strength, and persistence of behavior. Therefore, according to most experts, motivation contains the main components, namely moving, directing and supporting human behavior. To move means to inflict a force on the individual, to lead a child to act in a certain way, for example a power in memory, an effective response. Directing or channeling behavior, thereby providing a certain orientation that becomes a goal. Support is related to supporting behavior, the surrounding environment must strengthen the intensity and direction of individual drives and strengths

(8) According to the national encyclopedia (Sardiman, 2000:82), motivation is a process of developing and directing the behavior of individuals or groups in order to produce the expected output in accordance with the goals or objectives, this understanding contains 3 (three) important elements, namely: (1) that motivation initiates the addition of energy in each individual human being; 2) motivation is marked by the emergence of a sense of "feeling" one's affection; (3) motivation

will be designed for a purpose.

(9) So that the researcher concludes that motivation is the behavior of a person in that has a relationship with the desire to do something to achieve the goals to be achieved. Motivation in the teaching and learning process is an important thing to encourage students to learn something they do not know. The greater the motivation embedded in his heart, the greater the curiosity in the student.

Motivation in the teaching and learning process is the process of how to grow and generate encouragement so that a person or child can do something to learn. According to Usman (2005:29) motivation can arise from within (intrinsic) students can also arise motivation due to outside influences, namely: (1) intrinsic motivation, arises as a result of encouragement from within each individual without any coercion or encouragement, but of their own accord. (2) Extrinsic motivation arises as a result of outside influences without an invitation from the teacher so that he wants to do something or learn.

(10) Nazhar (2004:62) says that: learning motivation is seen as a mental impulse that moves and directs human behavior, including learning behavior. In the motivation contained desires, expectations, needs, goals, objectives and incentives. This mental state activates, moves individual attitudes and behavior in learning.

Rohani Ahmad (2004:11) suggests that motivation not only moves students to be active in learning, but also directs and makes them motivated to learn continuously. Because motivation is a conscious effort by the teacher to create motives in his students that support activities towards learning goals.

Based on the above opinion, social studies learning motivation is the overall psychic driving force in students that causes learning activities, ensures the continuity of learning activities and provides direction for learning activities in order to achieve a goal, namely the material of the earth and the universe. Learning motivation plays an important role in providing passion or enthusiasm in learning, so that they are strongly motivated to have a lot of energy to carry out social studies learning activities.

In the world of education, debate can be a valuable method for increasing thinking and reflection, especially if students are expected to be able to express opinions that are basically contradictory to themselves. (Melvin, 2006:141) Debate is an argumentation activity between two or more parties, either individually or in groups, in discussing and deciding problems and differences. In addition, debate is also often referred to as an exchange of ideas carried out by people who have opposing views.

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