IMPROVING STUDENT LEARNING MOTIVATION THROUGH THE DRILL METHOD IN LEARNING SOCIAL KNOWLEDGE OF SCIENCE

Hakop Walangadi,
PGSD FIP, State University of Gorontalo
Email: hakop.walangadi12@gmail.com

Larasati Ayu Lestari
PGSD FIP, State University of Gorontalo

ABSTRACT
This study aims to improve student learning motivation through the drill method in social studies learning in class V SDN 39 Hulonthalangi Gorontalo City. Researchers used classroom action research (PTK) with research subjects, namely 22 grade V students and the object of research, namely student learning motivation. Based on data analysis, it can be seen that there is an increase in student learning motivation through the drill method In social studies learning in class V SDN 39 Hulonthalangi, Gorontalo City, in the first cycle an average value of 70.56% was obtained, of course it has not reached the success indicator, meaning that it is still in the sufficient category value classification, and in the second cycle the average value is obtained. 80.34 means that it is in the good category value classification. Thus the proposed action hypothesis can be accepted. So the implementation of class action in cycle I and cycle II increases student motivation through the Drill method in social studies learning.

Keywords: Motivation, Drill Method

INTRODUCTION
Teaching is a teaching and learning process that involves two subjects, namely teachers and students. The main task and responsibility of the teacher in the learning process, namely how a teacher in teaching can create a sense of enthusiasm or motivation for students in accepting the learning process. Due to the motivation of students can receive well and students are not bored when receiving pe disable in . To increase students 'motivation of teachers must plan a learning various ways such as taught to make use of n methods varied or more media interest that can lead to students' motivation.

One of the problems faced is in the social studies subject. Where social studies subjects are considered less attractive and social studies subjects are considered not so important to students, and also in the teaching and learning process, they are not so serious that they can cause boredom. Which can cause students to be lazy to do social studies learning activities. Lack of motivation in learning will affect student learning outcomes. For this reason, how do we as teachers can teach students so that it cannot cause boredom in learning.

The fact that in found in the field based on the preliminary study on the learning process, IPS was in class V that no students are less motivated to learn that in caused because students do not pay attention to the teacher during the learning process, students are noisier alone with his friends, students drowsy in class, some students only fantasize and the students do not ask questions during the learning process. It is caused due to the method used by the teacher is monotonous and not use the media learned during the learning process, so that the issue will have an impact on the low motivation of student learning.

Of constraints - constraints that happens, how that is done by teachers and schools on students who have problems with giving guidance and direction as well as the approach to the students who are having problems during the learning takes place. This method has obtained results that students with problems have an increase of up to 75% from previously only 40%. Because in the way given by the teacher, the learning process for students has increased more than before.

Based on the problems found in SDN 39, Hulonthalangi District, Gorontalo City, student learning outcomes are still low due to a lack of student interest and motivation towards social studies subjects. So one way that can be done is by applying the learning method, namely the Drill method, which prioritizes exercises for students in the subject matter. The need for this method to be implemented in class V social studies subjects

because there are 2 (two) types of learning abilities that must be mastered by students, namely being able to understand and explain the material presented by the teacher.

REVIEW OF LITERATURE
The Nature of Learning Motivation

From a taxonomic perspective, motivation comes from the Latin word " movere" , which means to move. Various things that are usually contained in various definitions of motivation include wants, hopes, needs, goals, targets, encouragement and incentives (Sondang, 2004: 142). Thus it can be said that a motive is a mental state that encourages, activates or moves and that motive directs and channels one's behavior, attitudes and follow-ups which are always associated with achieving goals. motivation is defined, there are three main components, namely needs, encouragement and goals. Next up is Mc. Donald (Hamalik, 2006: 158) argues that motivation is a change in energy in a person's (personal) self which is marked by the emergence of feelings and reactions to achieve goals.

In this formulation we can see that there are three elements which are interrelated, namely (1) Motivation starts from a change in energy in the person. (2) Motivation is characterized by the emergence of affective arousal feelings . (3) Motivation is characterized by reactions to achieve goals. Even motivation is individual behavior that does not stand alone, there are always things that encourage it and aim at a goal to be achieved. These goals and driving factors may be recognized by the individual, but they may not be concrete or abstract. (Hartinah, 2011: 134).

The force that drives individual activities is called motivation, which indicates a condition in an individual that encourages or moves the individual to carry out activities to achieve a goal. goals are things that an individual wants to achieve. These goals direct behavior in this case learning behavior. Motivation questions how to direct the power and potential of students, so that they are willing to learn productively so that they can achieve and realize better learning achievement. The importance of motivation, because motivation is distribute want to study diligently so as to achieve optimal results.

Dimyati and Mudjiono, (2009: 80), Motivation is seen as a mental drive that drives and directs human behavior, including learning behavior. In motivation, there is a desire that activates, moves, channels and directs the attitudes and behavior of individual learning. Meanwhile, Sumarni (Widiasworo, 2016: 16), argues that motivation is literally an impulse that arises in a person, consciously or unconsciously, to take an action with a specific purpose. Meanwhile, psychologically, it means an effort that can cause a person or group of people to be moved to do something because they want to achieve the goal they want, or get satisfaction with their actions. Therefore it can be concluded that motivation comes from the word " Movere " which means moving and changing energy or individual behavior in a person which functions as a mental impetus to move, direct and maintain one's behavior to achieve the desired results and goals .

Learning is basically a process of behavior change . The formation of this behavior includes changes in skills, habits, attitudes, knowledge, understanding and appreciation. Then according to Hamalik (Husamah, et al. 2018: 4) learning is a modification or reinforcement of behavior through experience (learning is defined as the modification or strengthening of behavior through experiencing). According to this understanding, learning is a process, an activity and not an outcome or goal. Learning is not just remembering, but it is broader than that, namely experiencing. Learning outcomes are not a mastery of the results of training, but a change in behavior (behavior or behavior) . Meanwhile, Gagne (Dimyati and Mudjiono, 2009: 10) argues that learning is a complex activity. Learning outcomes

in the form of capabilities. After learning people have skills, knowledge, attitudes and values. According to Gagne, learning consists of three important components, namely external conditions, internal conditions, and learning outcomes. Learning consists of three stages which include nine phases. The stages are as follows. (1) preparation for learning, (2) acquisition and performance (performance), and (3) learning transfer.

Learning by Slavin (Fat hurrohman, 2017: 1-2) is a relatively permanent change in behavior or potential behavior as hasi l of experience or training is strengthened. Learning is due to the interaction between stimulus and response. A person is considered to have learned something if he can show a change in behavior. According to this theory, what is important in learning is input in the form of a stimulus and output in the form of a response.

From this description, it can be concluded that motivation to learn is an impulse that arises in a person who moves and directs human behavior or behavior , including learning behavior . Meanwhile, according to (Uno , 2016: 23) Motivation to learn is internal and external encouragement to students who are learning to make behavioral changes, in general with several indicators or supporting elements. It has a big role in one's success in learning can be classified as follows. (1) desire and desire to succeed, (2) encouragement and need in learning, (3) future hopes and aspirations, (4) appreciation in learning, (6) a conducive learning environment, making it possible one student can study well.

Skills Training Method (Drill)
The drill or training method is a way of teaching by providing practice with what students have learned so that they acquire certain skills. The drill method benefits students, because students are given understanding gradually, so that the material being taught can be more attached to the students' minds. Drill or training is a teaching method that can be used to activate students during the teaching and learning process, because the drill method requires students to always learn and do the exercises given by the teacher Sri Anitah (Susilowati, et al. 2013: 4). Meanwhile, according to (Sagala, 2006: 217) The training method (drill) or training method is a good way of teaching to instill certain habits. Also as a suggestion to acquire dexterity, accuracy, opportunity and skills. Exercise methods are generally used for thinking, so exercises should be prepared to develop motor skills that were previously diagnosed so that this activity is beneficial for the development of students' authoric knowledge.
And according to (Pribadi, 2016: 138) the method of repetitive exercises or contains a series of exercises that need to be done by participants. This method is generally deliberately designed to build proficiency or fluency in a new skill that the participants need to learn. This method can also be used to practice abilities or skills that have been owned but have not been used for a long time.
The trainer or instructor needs to ensure that participants in the training program have the necessary knowledge and skills to engage in repeated training methods. In using the repetitive practice learning method, giving feedback can be used to strengthen the learning outcomes that have been achieved by the participants. This is known as reinforcement. Exercise itself according to some opinions have understanding s ne techniques that can be interpreted as a way of teaching where learners carry out training activities, learners have the dexterity or skill that is higher than what is learned (Rusman, 2011). An activity in doing the same thing repeatedly and earnestly with the aim of strengthening an association or perfecting a skill so that it becomes permanent. Meanwhile, Sabri (Hardini and Puspitasari , 2012: 40) suggests that training methods are generally used to obtain dexterity or skills from what has been learned.
So it can be concluded that the training method (Drill) is a teaching method by providing training to students to acquire a skill, and can activate students during the teaching and learning process.

RESEARCH METHODS
This research in conducted in SDN 39 district Hulonthalangi G City Oron talo. The variables used are input, process and output variables.
The research procedure carried out in the CAR using a spiral model developed by Kemmis and Taggart (Rukajat, 2018: 43) . The research procedure has 4 steps, namely (1) Planning , (2) Acting , (3) Observing and (4) Reflecting .
The implementation of this class action was carried out in two cycles . In this study, researchers collected data obtained through a motivation questionnaire, then processed and analyzed.

RESEARCH RESULTS AND DISCUSSION
This research is a classroom action research using 2 cycles. In a cycle consisting of 3 meetings, in which cycle I conducted two meetings, while cycle II only used one meeting. This study uses a spiral model developed by Kemmis and Taggart (Rukajat, 2018: 43) in which s ach meeting consists of planning, implementation, observation and reflection. The activities carried out in cycle II were an improvement from cycle I. The results obtained in this study consisted of observations and the results of a student learning motivation questionnaire. Both results are used to determine the increase in learning motivation of class V students. The purpose of this

study was to increase student motivation in social studies learning through the drill method in class V SDN 39 Hulonthalangi Gorontalo City.

This action research using the drill method in social studies learning in class V SDN 39 Hulonthalangi Gorontalo City shows that student learning motivation increases in each cycle. The increase in student learning motivation occurs because students are active in learning, as is the case with Anitah's opinion (Susilowati, et al . 2013: 4) that the drill method is a teaching method that can be used to activate students during the teaching and learning process, because the drill method requires students to always learn and work on the exercises provided by the teacher. As for the advantages of the drill method proposed by Nana Sudjana (Purwati, 2010: 50-51), among others, students will be able to use their thinking power better, because with good teaching students will become more organized, thorough and encourage their memory power.

Based on the results of student learning motivation on initial observations obtained an average value of 33.33% or included in the poor category. Aspects of students' motivation with the lowest percentage is in the aspect s ISWA which actively ask and answer that only 9% and the highest aspect s ISWA playing in the classroom with the percentage of 68.18%, while the aspect s ISWA which got completed by 22.72%. Meanwhile, based on the results of observations in preliminary observations, students seem to be less active in participating in learning such as students are less active in asking and answering questions during the learning process because the learning that takes place only listens to the teacher's explanation then records the important material and the use of learning methods has not used innovative methods in social studies learning, so that students quickly feel bored and less interested in learning I PS therefore the method can affect student learning motivation because student learning motivation will increase if the use of the method used by the teacher is appropriate and also varies so that students a will not feel bored in participating in learning so that students can be motivated in learning and also student learning outcomes can increase. As explained by (Uno , 2016: 23) that learning motivation is an internal and external encouragement for students who are learning to make behavioral changes which include skills, habits, attitudes, knowledge, understanding and appreciation. Based on the results of preliminary observations, the researcher took action using the drill method in order to experience improvement, so as to increase student learning motivation.

 From the data collection in cycle I activities, there were no students who got a very good category (SB), there were 9 students (40.91%) who were included in the good category value classification (B), there were 10 students (45.45). %) which is included in the classification of the value of the moderate category (C), there are 3 students (13.64%) who are included in the classification of the value of the poor category (K) and there are no students who are included in the classification of the value of the very poor category (SK). By getting an average value of 70.56% which is included in the sufficient category (C). This of course has not reached the indicators of success, that is, if the average percentage increase in student learning motivation in social studies subjects can be increased by at least 80% then it is not continued to cycle II, but because in cycle I it has not reached the indicators of success then it is continued to the cycle. II, like the research conducted by Indriyanti Laode (2016) with the title of increasing student learning motivation through the picture and picture learning model in class II in cycle I there are 10 students or 41.7% who get complete scores, the researcher continues his research to the next cycle, getting a result of 91.67%.

From the data obtained in cycle II activities, there were 8 students (36%) who were included in the very good category value classification (SB), there were 13 students (59%) who were included in the good category value classification (B), there were 1 of students (5%) who are included in the sufficient category (C), there are no students who are included in the poor category and very less. Then the scores obtained from a number of students are added up as a whole and then divided by the number of students so that the students' absorption capacity classically reaches 80.34 or an increase from cycle I to cycle II is 9.78%

As for the total increase in student learning motivation through the Drill method in social studies subjects in class V SDN 39 Hulonthalangi Gorontalo City, from initial observations to cycle II, which increased by 47.01 Thus, this classroom action hypothesis states that "if in learning the teacher uses the drill method , the motivation to learn social studies in class V SDN 39 Hulonthalangi Gorontalo City will increase ".

CONCLUSION

It can be concluded that using the drill method can increase student learning motivation in class V SDN 39 Hulonthalangi Gorontalo City with the research results of 80.34% with good criteria (B) so this research is declared complete, because the teacher using the drill method can increase learning motivation students as well as with the method of the drill can improve students' memory, in this study the researchers also already reached the indicators of success that has reached 80.34% . For this reason, if teachers use the drill method , social studies learning motivation in class V SDN 39 Hulonthalangi Gorontalo City will increase.

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