

**THE INFLUENCE OF LEARNING MODELS ON MOTIVATION AND LEARNING  
OUTCOMES WRITING CHARACTER AND SHORT STORY BACKGROUND IN CLASS V  
STUDENTS AT SDN 9 BATUDAA GORONTALO DISTRICT**

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**ABSTRACT**

The aims of this study were 1) to analyze the differences in learning outcomes for writing backgrounds and short story characters using the Self Organized Learning Environments (SOLE) learning model and using the TPS type cooperative model in class V at SDN 9 Batudaa, Gorontalo Regency 2) to analyze differences in learning outcomes for writing backgrounds and short story characters based on high motivation and low motivation of fifth grade students at SDN 9 Batudaa Gorontalo District, and 3) to analyze the effect of the interaction between learning methods and students' motivation on the ability to write short story characters and backgrounds in grade V at SDN 9 Batudaa District Gorontalo. The research method in this study is an experimental research method. The results of this study indicate that 1) there are differences in learning outcomes for writing backgrounds and short story characters using the Self Organized Learning Environments (SOLE) and TPS cooperative learning models in class V. The two way anava test results with a significant value of 0.027 or less than 0 .05 with an increase in the influence on the bear results of 0.129, 2) there are differences in the results of learning to write backgrounds and short story characters based on high motivation and low motivation of class V students. This is based on the two way anava test in the test table of between subject effect obtained value significant of 0.000 or less than 0.05 with an increase in the influence of motivation on learning outcomes of 0.743, 3) there is no interaction effect between learning methods and student motivation on the ability to write characters and short stories in class V at SDN 9 Batudaa, Gorontalo Regency. The results of the two way Anava test obtained a significance value of 0.100 or greater than 0.05.

**Keywords:** Learning Model, Motivation, and Learning Outcomes

**INTRODUCTION**

Writing is one of the lessons that requires special attention, both by the teacher and the parties involved in the preparation of the learning curriculum. Writing skills need to be developed in the world of education, because they can train students to think critically in responding to everything. One of those writing skills is writing short stories. Writing short stories can train someone to be creative, imaginative, and reasoning.

Short story writing skills aim to enable students to express their ideas, opinions, and experiences in the form of creative written literature. Short story writing activities are often considered boring and quite difficult due to limited sources of ideas. However, usually these obstacles can be overcome by getting used to writing from the simple to the complex. The teacher's creative participation is needed to create a fun learning atmosphere for students to write short stories, so that students do not think that writing short stories is complicated.

Based on observations and interviews with class teachers at SDN 9 Batudaa which were conducted in July 2022, it can be seen that learning language, especially writing short stories at SDN 9 Batudaa, still found several problems. Learning to write short stories taught at school is done by reading examples of short stories, then students answer questions about the contents of the short stories or analyze the intrinsic and extrinsic

elements of short stories, followed by writing short stories by each student.

The results of the observations and interviews mentioned above, other things related to the problems found include; (a) the lack of method development, (b) the learning techniques and models used are relatively less varied, and (c) the limitations of the learning media used in planning, implementing and evaluating learning. The most dominant thing in increasing the ability to develop students' potential is that the use of learning models that can foster learning motivation is not maximized so that student learning outcomes are relatively low.

Based on the problems mentioned above, the impact that arises is the difficulty of getting students to choose a theme, the level of storylines that are still ambiguous, errors in the structure of language, and the lack of motivation of students to write the most important parts of what is written, one of which is determining characters and background of a short story. So that student learning outcomes are low. This is indicated by the minimum completeness or KKM (Minimum Completeness Criteria) that has not reached the predetermined indicators.

Based on the average pure grades of students in class V in the previous semester, the learning outcomes for KD were obtained. 3.8 (Describing the sequence of events or actions contained in non-fiction texts) the KKM has not been reached or the average student learning outcomes are still low. Therefore, the acquisition of the 36 students who reached the KKM was only 38.89% or only 14 students who completed the total.

In response to these problems, a learning model is needed that can help teachers and students in learning to write short stories. With an innovative learning model, it is hoped that it can assist teachers in guiding students to write short stories creatively, as well as foster motivation in students to practice writing short stories, so they can produce beautiful and creative works.

Apart from being based on the acquisition of learning outcomes, the researchers also conducted interviews and observations of students and teachers of grades V and VI on July 13 2022 at SDN 9 Batudaa, it was agreed that to overcome the problems faced in learning to write short stories, it is necessary to try a learning model that can motivate participants to produce more creative works. The learning models are the Self Organized Learning Environments (SOLE) learning model and the TPS (Think Pair and Share) Cooperative Learning learning model to form high student motivation so as to help students find ideas or ideas they want to write, and develop the elements that make up the short story, especially the plot and characterizations.

The learning model (SOLE) is an effective learning model in classroom learning because in this model a teacher encourages their class to work as a community and answer questions using a computer or smartphone with minimal supervised internet access for groups of three to four children. (Mitra and Dangwal, 2010; Mitra, 2010).

The SOLE learning model is an internet-based learning model. With the use of learning accounts by the government through the ministry of education and culture, to maximize the activation of learning accounts, it is necessary to have learning innovations that are pro-students. Therefore, this model can encourage the implementation of learning which can increase the motivation and learning outcomes of students.

In addition to the SOLE learning model, of course, it requires a learning process that supports students to collaborate. Of course, learning models that focus on using small groups to work together maximize learning conditions so that learning objectives can be achieved. Of the several cooperative learning models in this study, only one variation of the implementation of the cooperative learning model was chosen, namely, Think Pair Share (TPS). The selection of the Think Pair Share (TPS) learning model is based on the characteristics of learning to write, especially writing short stories.

Based on the thoughts above, the researcher took the initiative to apply two SOLE learning models, namely

the Self Organized Learning Environments (SOLE) model and the Think Pair Share (TPS) cooperative type to then compare their effect on motivation and achievement in learning to write characters and short story backgrounds.

## RESEARCH METHODS

This research was conducted at SDN 9 Batudaa, Gorontalo District. This study used an experimental research approach using a 2x2 factorial design. In addition, in this study, a total of 40 students were sampled and used tests and instruments/questions.

## RESEARCH RESULT

Writing is an activity carried out by someone in expressing ideas through writing. either in the form of short writing or long paragraphs. By writing, it will provide opportunities for students to think and create ideas that arise from what they think. Harmer (In Mawlid 2021)

Alfiyah (2020) Writing is a language skill that is used to communicate indirectly, not face-to-face with other people. So, writing can be said to be an activity that is carried out to put ideas or ideas into written form with activities carried out in a coherent manner.

A piece of writing has a form that can be seen in terms of the language used, the content of the story/composition, and the form or way of presentation. If seen from the form, the reader will know the type and form of writing to be read. That way the reader will know someone's mastery in the skills of writing the story/composition (Hendri Guntur 2008). Writing skills are certainly closely related to habits. Writing skills will not come automatically, but must go through lots and regular practice or practice. Writing activities are related to expressing ideas, thoughts, ideas, and knowledge that you want to convey to others to be understood in written form.

In writing in elementary schools, it is also necessary to pay attention to the intrinsic and extrinsic elements of writing. In writing in elementary school it is expected to be able to recognize some intrinsic elements. This is the basis on which to build the literary work itself. One that is expected in writing short stories for students is to write intrinsic elements about the characters and plot of a short story. Characterization is painting a clear picture of someone who is shown in a story. Characterization as one of the building elements of fiction that can be studied and analyzed for its relationship with other development elements. To provide an overview of the characters in a work of fiction, they are divided into several types based on different points of view and reviews.

In addition to determining the character, students are also expected to be able to determine the plot of a short story. Plot is an important story element, not even a few people consider it the most important among various other elements. Stanton argues that the plot is a story that contains a sequence of events, but each event is only connected causally, one event causes or causes another event to occur (Alfiyah 2020))

In this study, researchers looked at the effect of the SOLE learning model and the TPS type cooperative learning model on the ability to write the setting and character of a short story. Of course, the aim of the research is to analyze the influence of each variable. The dependent variable is the Sole and TPS models themselves, while the dependent or affected variable is the ability to write short stories and characters.

In this study, the researcher conducted an experimental test by looking at the involvement of independent factors, namely the learning model in the form of the Sole learning model and the TPS learning model as well as another factor, namely motivation. treatment B1 (Sole learning model) and treatment B2 (TPS learning model) for each student with high and low motivation.

High motivation is calculated based on the highest average score in the class minus the standard deviation. If the acquisition value is above the value of 75 then it is considered to be high motivation, and if the acquisition value is below 75 then it is considered to have low motivation. Therefore, the division of classes is based on the acquisition value. According to Elis Warti (2016) students' learning motivation greatly influences learning outcomes. In addition, I. Gusti Bagus Darmawan (2016) There is a significant influence of learning motivation on student learning outcomes. Learning motivation with high and low levels is done through the average test minus the standard deviation value obtained on learning outcomes.

### **1. Differences in learning outcomes for writing short story backgrounds and characters using the Self Organized Learning Environments (SOLE) model and using the TPS Cooperative type**

Based on the calculation of the prerequisite test and homogeneity test, the data obtained is normal and homogeneous with the direction of acquisition of the significance test greater than 0.05, then 0.104 is greater than 0.05, the data is normally distributed, so that the data normality test is normally distributed and is suitable for use. predict the activities and learning outcomes of writing short story backgrounds and characters based on the independent variables

After carrying out the validity, reliability and normality tests, the researcher conducted a homogeneity test for all factors on the results obtained in the test of homogeneity of variances, where the resulting significance was 0.79 which means greater than  $\alpha$  0.05, so it can be concluded that the assumptions of each group come from the population and the same variance is accepted. This means that the level of confidence in the experimental class in using the SOLE and TPS learning models for the results of learning to write characters and short story backgrounds previously had the same population variance.

In the results of the 2 x 2 factorial analysis or the two way Anava test, the learning model and motivation have differences and have a significant influence on student learning outcomes. In line with research conducted by Eva (2022) concluded that learning using the SOLE model students are able to understand material earlier, express opinions, communicate well, and be able to communicate well. So the implication of this research is that teachers and students are able to implement the SOLE model well. By learning using the SOLE model, the learning process is student-centered. so that researchers can gain confidence that with the SOLE model the ability to write the background and characters of a short story can be increased. The better it is used in learning, the better the ability to write characters and short stories at SDN 9 Batudaa, Gorontalo district.

### **2. Differences in Learning Outcomes to Write Background and Short Story Characters Based on High Motivation and Low Motivation of Students**

Based on the calculation of the data obtained from the questionnaire given, with a scale of 4, 3, 2 and 1, the ability to write characters and backgrounds of a short story for fifth grade students at SDN 9 Batudaa obtained descriptive data from 40 respondents obtained Long distance 11 with the highest value the highest is 27 and the lowest is 16 while the mean (average) is 23.03 with a standard deviation of 2.190.

Based on the two-way Anava test, it was found that there was an effect of learning outcomes on learning motivation. this is supported by research conducted by Handara Tri Elitasari (2016) there is a positive and significant influence of learning motivation on writing skills, meaning that there are students who have high learning motivation have clear goals for what they want to achieve. So students who are highly motivated in general can be more focused and focused in carrying out learning activities so that learning activities will be more effective. In addition, the higher the learning motivation of students, it can be ascertained that students will be more diligent in learning so that the writing skills they acquire are high.

In line with the opinion above, Sardiman (2007: 83) says that the characteristics of someone who is motivated are diligent in facing tasks, tenacious in facing difficulties, showing interest in various problems, having an orientation to the future, preferring to work independently, quickly bored with routine tasks, can defend his opinion, never easily let go of things that have been believed, happy to find and solve problems. If a student has the characteristics as above, then the student has a fairly strong motivation. Strong motivation, of course, will determine the quality of learning. Students who have higher learning motivation will get more optimal learning outcomes in writing narrative essay skills. On the other hand, students who do not have sufficient motivation to learn will easily become discouraged, get bored easily, try to avoid learning activities, and will get results in learning the skills of writing backgrounds and characters of a short story that are not optimal. Not infrequently students will experience difficulties in learning to write.

Motivation moves students, directs action and chooses learning goals that are most useful for the lives of students. By studying motivation, it will be known why students do something. So it is important to study motivation in order to be able to dig deeper about how to understand students' learning motivation in order to optimize the motivation that already exists within students to learn. (Elitasari Tri 2016).

### **3. The Effect of Interaction Between Learning Methods and Student Motivation on the Ability to Write Characters and Short Stories in Grade V at SDN 9 Batudaa, Gorontalo Regency**

The interaction of learning models and learning motivation after the Anava test results in the analysis results obtained a significance value of 0.100 or greater than 0.05. Therefore, the  $0.100 > 0.05$  hypothesis is rejected or not significant. Thus the interaction factor has no influence on improving student learning outcomes in improving the ability to write short stories and characters.

Improving learning outcomes should be done through a variety of learning models. Muchamad Triyanto and Badarudin (2017) learning motivation can improve learning outcomes, but learning motivation does not make a difference to the learning model. Thus, in improving student learning outcomes it is very good if you combine the two without distinguishing between the same factors that affect learning outcomes.

Learning model factors have a significant influence on learning outcomes, as well as motivation, which can improve learning outcomes. This increase is very significant as evidenced by the existing hypotheses in this study. However, to compare between motivation and learning outcomes does not have a significant effect. This gives enlightenment that the two factors together provide support for student learning outcomes.

Based on the results of statistical analysis on the test of the effect of the independent variable on the dependent variable, it can be concluded that, if the SOLE learning model and the TPS type cooperative learning model are high or better, the ability to write characters and short stories will be even higher. Conversely, if the SOLE learning model and the TPS type cooperative learning model are low, the ability to write characters and short stories will also be low.

### **CONCLUSION**

In this study, it can be concluded that 1) differences in learning outcomes for writing backgrounds and short story characters using the Self Organized Learning Environments (SOLE) and TPS cooperative learning models in class V at SDN 9 Batudaa, Gorontalo Regency. The results of the two way anava test with a significant value of 0.027 or less than 0.05 with an increased influence on the bear results of 0.129, 2) that the difference in learning outcomes for writing backgrounds and short story characters based on high motivation and low motivation of fifth grade students at SDN 9 Batudaa Gorontalo Regency. This is based on the two way anava test in the table test of between subject effect obtained a significant value of 0.000 or less than 0.05

with an increase in the effect of motivation on learning outcomes of 0.743, 3) that there is no interaction effect between learning methods and participant motivation students on the ability to write short story characters and backgrounds in class V at SDN 9 Batudaa, Gorontalo Regency. The results of the two way Anava test obtained a significance value of 0.100 or greater than 0.05.

Apart from that, the suggestions in this study are 1) for teachers this research is a reference in implementing learning, 2) this research can facilitate students in improving their writing abilities, especially in writing characters and short story backgrounds so that this learning model can be utilized by teachers in carrying out classroom learning.

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