

# Increasing Learning Motivation For VII.4 Class Students in The Learning Process of PPKn Through the Application of The Treffinger Model at SMPN 17 Palembang

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**Submission date:** 14-Feb-2021 04:44PM (UTC+0700)

**Submission ID:** 1509088382

**File name:** 11.pdf (290.03K)

**Word count:** 3450

**Character count:** 18215

# INCREASING LEARNING MOTIVATION FOR VII.4 CLASS STUDENTS IN THE LEARNING PROCESS OF PPKn THROUGH THE APPLICATION OF THE TREFFINGER MODEL AT SMPN 17 PALEMBANG

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## Abstract

This study aims to increase the learning motivation of students in class VII. 4 in the PPKn learning process through the application of the Treffinger model in SMPN 17 Palembang. The research method used is Classroom Action Research (CAR), which is carried out in two cycles. Each cycle consists of four stages: planning, implementation, observation and reflection. Data was collected using observation and interview techniques. Furthermore, those who were the subject of the study were students of class VII.4 first semester in SMPN 17 Palembang, total 32 people consisting of 18 girls students and 14 boys students. The results showed that through the application of the Treffinger learning model can increase the learning motivation of students in class VII.4 of SMPN 17 Palembang. This is evident from the increased motivation of students from before the research until the end of the second cycle. Increased motivation in the first cycle of the first meeting reached 50% and the second meeting reached 62.5% of students which was marked by the learning activity of students but not exceeding the success indicators of CAR, thus continuing with second cycle. In the second cycle, there was an increase in the third meeting reaching 72% and at the fourth meeting reached 81.25% of students who were active and creative in the question and answer presentation, because it has exceeded the indicators of success so it can be concluded that through the application of the Treffinger model increases participants' learning motivation VII.4 class students in the PPKn learning process at SMPN 17 Palembang.

## INTRODUCTION

Pancasila and Citizenship Education (Pendidikan Pancasila dan Kewarganegaraan/PPKn) is a very important subject because PPKn has the ultimate goal of making students become good and smart citizens. For that PPKn learning is not rote learning, but learning that allows students to be able to apply and internalize moral values in themselves that are related to life around them, therefore learning PPKn can provide insight to students so that it becomes a generation that critical, rational, and creative thinking in responding to citizenship issues in accordance with the learning objectives of PPKn in the formulation of Law No. 20 of 2003 concerning the National Education System. In addition, through PPKn learning, students are also taught to be able to find solutions to problems that exist in the field by recognizing the various realities and events of daily life that occur in real life. In connection with the above, it is necessary that the implementation of PPKn learning needed to use creative and innovative learning models in accordance with what is needed by students and adapted to the conditions so that learning objectives can be achieved. Based on the Competency Standards for Junior High

School Graduates in Indonesia formulated in Permendikbud No. 20 of 2016 states that every graduate of primary and secondary education units has the competence of thinking and acting creatively, critical, independent, collaborative and communicative.

Previously, the PPKn learning process tended to focus on Teacher Center Learning (TCL) teachers who were still using conventional methods. Rusman (2010: 381-382) states that using conventional methods is the same as TCL because teachers are the center of roles in achieving learning outcomes that seem to be the only source of knowledge. So that the model conducted by the teacher provides one-way information because what you want to achieve is how teachers can teach well so that there is only knowledge transfer not participation in the learning process, which happens with it making students less able to appreciate science, fear argue, do not dare to try which ultimately tends to make students become bored in learning because only teachers yang active.

One of the efforts that can be done to improve motivation is the Treffinger learning model. Through this model the learning process provides opportunities for students to share ideas and consider the most appropriate answers. With the use of the Treffinger model is expected to overcome conventional learning problems and be able to increase students' learning motivation in PPKn subjects so that a fun learning process can be created. Huda (2013: 318) states that Treffinger's learning model is a learning model that invites students to think creatively in dealing with problems. This model is based on the development of the times that must change quickly and complex problems that must be faced because of that, to overcome these problems a way is needed in order to solve a problem and provide the right solution. What needs to be considered to overcome this is to pay attention to important facts in the surrounding environment and then come up with various ideas and choose the right solution for implementation. Through the application of the Treffinger model is expected to be able to improve problem-solving skills and improve students' learning motivation in learning PPKn.

Motivation is an inner and outer impulse that drives a person to do something. According to Kompri (2015: 1), "motivation according to the big Indonesian dictionary is the impulse that arises in a person consciously or unconsciously to perform an action with a specific purpose". According to Trianto (2009: 75) each learning model begins with an effort to attract the attention of students and motivate students to be involved in the learning process, then end by closing the lesson which includes activities summarizing the main subjects of the students with teacher guidance.

According to Shoimin (2014: 218) states that Treffinger's learning model is learning that achieves cohesiveness by dealing with creativity problems directly and provides practical suggestions involving cognitive skills and affective skills from each level and encourages students to be motivated in thinking. In addition, the Treffinger model encourages students to increase the spirit of cooperation between them. Treffinger's learning model can also help students to think creatively in solving problems, helping students in mastering the concepts of the material being taught, as well as giving students to demonstrate their potential abilities including creativity and problem-solving abilities. With creativity possessed by students, means students are able to explore the potential in creativity, find ideas and find solutions to the problems they face that involve the process of thinking.

<sup>1</sup>Based on the description above, the researcher is interested in applying the Treffinger learning model as an effort to increase the learning motivation of VII.4 grade students in the PPKn learning process through the application of the Treffinger model at SMPN 17 Palembang. In connection with this, the researchers set indicators of the achievement of CAR's success is if there is an increase in students' motivation in the learning process as indicated by the increase in student involvement, this research is targeted if it reaches  $\geq 75\%$  then the CAR cycle can be stopped because it has reached the target.

## METHOD

This learning improvement uses classroom action research methods that are carried out in VII.4 class SMP N 17 Palembang, in the odd semester year of 2018/2019. SMPN 17 Palembang is located on Jalan Padang Selasa-Bukit Besar Palembang. This research was conducted using Classroom Action Research (CAR). The implementation was carried out in two cycles, each cycle consisted of four stages, namely planning, implementing, observing and reflecting. The students of class VII. 4 who were the subjects in this study amounted to 32 people, consisting of 18 girls students and 14 boys students, the school is located on the central edge of Palembang city. The researcher is a VII.4 class PPKn teacher who is experienced, while the observer is the lecturers and assisted by two undergraduate students PPKn study program.

Data were collected by using observation and interview techniques. In the implementation of the teaching teacher, 4 lecturers were observed alternately as collaborative friends and at the same time as observers. The indicator of the success of CAR is if  $\geq 75\%$  of students increase their motivation in the PPKn learning process.

## RESULTS AND DISCUSSION

The implementation of the first cycle was carried out with the PPKn learning process in accordance with the lesson plan (Rencana Pelaksanaan Pembelajaran/RPP) previously prepared by the teacher together with collaborative lecturers. The results of the research in the first cycle the researchers made preparations to carry out the cycle I. The preparations were carried out including: looking for problems in daily life in the form of student worksheets about norms and fairness, then preparing lesson plan with learning steps using power media point, then do the discussion and the final step of evaluation in achieving the learning objectives, when learning in the class prepared in the class of laptops, projectors ,and others.

In the initial activity of the implementation of the first cycle begins with praying together to start learning together led by the class leader then checking the attendance of students after that condition and tidy up the students' sitting position and provide motivation in the form of question and answer and mention the 4 pillars of nationality together.



Figure 1: The beginning of a fun learning

Figure: Teacher explaining the material

At the core activities of the students the material of norms and justice is explained first using power point, in this explanation the teacher uses too much time. Afterwards the teacher formed 5 Triffenger groups consisting of seven people who had different gender abilities, each group consisting of men and women who had different abilities.

After forming the Treffinger group the teacher distributed the students worksheet (Lembar Kerja Peserta Didik/LKPD) to each group then the students listened to the LKPD work instructions. At the time of discussion with the group, students were given time and shared tasks with friends in a group to work together in answering the LKPD questions, the teacher guided the students around to each group. Then the students present their work in front of the class by randomly pointing out three people as group representatives while students who do not advance pay attention to friends who are presenting their work. Each group that appears will be given questions by other groups while those who do not advance can help their friends answer questions, as well as the next group to complete. In this first cycle the teacher lacked time for the students to present their group, only three groups appeared in the presentation in the first cycle. In this first cycle there were two meetings and still few were pointing hands to answer and ask questions.

At the first meeting, there were still many students who had not been motivated to ask and answer, which proved that only 16 out of 32 or only 50% of students were enthusiastic to answer and ask questions. At the second meeting students had increased their motivation to answer and ask questions which proved that 20 of the 32 students had answered and asked. The implementation of the second cycle was carried out with the PPKn learning process where this third meeting experienced an increase with students who answered and asked for 23 out of 32 students. At the fourth meeting the fourth student experienced an increase, namely home to 26 out of 32 students who answered and asked questions.

At the second meeting students experienced an increase in motivation to answer and ask questions that proved 20 of 32 students or 62.5% who had answered and asked. In the final activity of the teacher together students conclude the percentage results then the teacher informs the material to be discussed next week and gives the tasks that will be done by the students at home. Learning is closed by saying gratitude.

Based on the results of the implementation of the first cycle learning research using the Treffinger model went smoothly, the students were happy and felt motivated during the discussion, the division of the group was orderly, in the group discussion

worked together, when presenting the results of the discussion was good enough but had not reached the target want to increase students' motivation because the average has only reached 56.3%.

The improvement step is first to improve the learning process so as to increase students' motivation. the second is too long in giving material explanations, the improvement of the teacher must optimize the time as best as possible by shortening the explanation and reducing the material to be discussed. the three students were still making noise during the discussion, the improvement was to do the division of tasks by listening to the instructions from the teacher. Fourth, there are not many students who point their hands to ask questions, how to improve them by giving students worksheet questions that are more interesting and motivating students to ask other groups in turn. The five shortages of time for students to present so that only three groups progress, the improvement step is that the teacher must optimize the time available both in the explanation of the material and in the discussion process.

Based on the results of reflection in the first cycle and seeing indicators of success of CAR still not achieved, then continued with cycle II. The process of implementing the second cycle was carried out improvements based on the results of observation and reflection, it turns out that some students were still not motivated, because of the lack of balance between the time given and the problems to be discussed by students. In addition, there is still a lack of courage among students to express their opinions because they are still dominated by students who are accustomed to expressing their opinions. Therefore, in cycle II, the teacher gives. At this planning stage Preparations are carried out including: finding problems in daily life in the form of student worksheets about norms and fairness, then compiling lesson plan with learning steps that use power point media, then conducting discussions and final steps of evaluation in achieving the goals learning. When learning in a class prepared in the class of laptops, projectors and other equipment.

In the initial activity of the implementation of the second cycle begins with praying together to start learning together led by the class leader then checking the attendance of students after that conditions and smooths out the sitting position of students and provides motivation in the form of question and answer and mentions the 4 pillars of nationality together.

At the core activities of the students the material of norms and fairness is explained first using power point, the explanation of this material the teacher has used the time optimally appropriately and not too long compared to the first cycle that uses too much time. After that the teacher formed 5 Treffinger groups consisting of seven people who had different gender abilities, each group consisting of men and women who had different abilities.

After forming the Treffinger group the teacher distributed the LKPD to each group then the students listened to the LKPD work instructions. During the discussion with the group the students were given time and shared the task with friends in a group to work together in answering LKPD questions, the teacher guided the students around to each group. Then the students present their work in front of the class by randomly pointing out three people as group representatives while students who do not advance pay attention to friends who are presenting their work. Each group that appears will be given questions by other groups while those who do not advance can help their friends answer

questions, as well as the next group to complete. in this second cycle all groups have appeared to present the discussion compared to the first cycle that only 3 groups appeared because of lack of time. In this second cycle there were also two meetings and many had pointed their hands in answering and asking questions compared to cycle I. At this third meeting there was an increase in motivation with 23 out of 32 students or 71.86% who were enthusiastic about asking and answering. At the fourth meeting the fourth student had improved his motivation from 26 of 32 students who had answered and asked questions.



Figure 3: Analyzing of the problem



Figure 4: Answering the questions

In the final activity the teacher gives conclusions and assessments of the results of the presentation of the students then the teacher tells the material that will be discussed next week and provides the tasks that will be done by students at home. Learning is closed by saying gratitude.

Based on the results of the implementation of the study cycle II study using the Treffinger model runs smoothly, the learning motivation of students has increased, in explaining the material has optimized the time appropriately, students are happy and feel motivated when conducting discussions, division of groups and seats are orderly, in discussion the group work together, there are many students who point their hands to ask and answer, all groups have presented the results of the discussion by optimizing the time appropriately, when presenting the results of the discussion is good enough and has achieved the desired target in increasing the motivation of students that is  $76,6\% \geq 75\%$  then categorized as successful.



Figure 5: Discussion



Figure 6: Presentation

## CONCLUSION

Based on the results of research and data analysis, it can be concluded that the results of the study that the implementation of learning using Treffinger learning models experienced an increase in the origin of passive students increased to become active during learning. This means that by using this model students are motivated in learning material about norms and justice. Group work in the first cycle was carried out by only a few active group members, increasing in the second cycle there were already problem-solving responsibilities together, students enthusiastically taught when presenting the LKPD provided by the teacher.

Increased motivation in the first cycle of the first meeting reached 50% and the second meeting reached 62.5% <sup>1</sup> it was averaged to 56.3% who were active in the question and answer presentation in the first cycle. Increased in the second cycle, namely at the third meeting reached 72% and at the fourth meeting reached 81.25% the average percentage can be 76.56 which is active in the question and answer presentation in cycle II meaning that  $76.6\% \geq 75\%$  then categorized as successful and reach the desired target. Based on the conclusions above, it can be seen that the implementation of Treffinger models can increase the motivation of SMPN 17 Palembang.

In the future it is expected that students are always active in participating in learning activities so as to produce comprehensive knowledge of cognitive, affective, and psychomotor, and must be balanced with student learning spirit that will enrich students' knowledge so as to obtain cognitive and psychomorphic improvements. The teacher needs to prepare all the learning tools and support the implementation of learning that is adapted to the material to be discussed, it is expected that the application of this model will optimize student involvement in learning both in the learning process to determine conclusions to motivate students to be more active in learning. Schools should optimize facilities and infrastructure as well as the provision of tools and media as a support that supports the implementation of learning so that students are more active and motivated in applying the Treffinger model.

## Acknowledgement

On this occasion, I would like to express my gratitude for the trust given by the Dean of FKIP Unsri through Community Service activities through the PNPB FKIP Unsri grant in 2018 and cooperation with the Assignment Program for Lecturers to Schools (PDS) from DIKTI 2018

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