

International Journal of Students Education



Page 1-3

ISSN 2988-1765

Vol 3 No 1 2024

Copyright © Author International Journal of Students Education

This work is licensed under a Creative Commons Attribution 4.0 International License



ANALYSIS OF TEACHERS' TEACHING METHODS TO SEE STUDENTS ' LEARNING MOTIVATION IN PANCASILA EDUCATION SUBJECTS IN ELEMENTARY SCHOOL

Najwa IImi¹

¹Prospective Professional Teachers of the Republic of Indonesia

Email: najwailmi354@gmail.com

Abstract

This study aims to analyze the teaching methods employed by teachers to assess student motivation in learning the subject of Civic Education (Pancasila Education) at the elementary school level (SD), using a literature review research method. The primary focus of this study is to explore various strategies and approaches used by teachers to enhance student motivation, as well as to understand their impact on the understanding and application of Pancasila values among students. The data used in this research are drawn from various literature sources related to motivation theory, active learning approaches, and character education within the context of Civic Education. The findings of this study reveal that the use of varied teaching methods, such as group discussions, educational games, and creative assignments, can enhance students' intrinsic motivation, making them more engaged and active in class. Additionally, the teacher's role as a motivator, facilitator, and role model in instilling Pancasila values is identified as a key factor in fostering sustained learning motivation. This research is expected to provide insights for educators and education managers in designing more effective teaching strategies to improve student motivation in the context of Civic Education.

Keywords : Student motivation, teaching methods, Civic Education, elementary school, literature review

Introduction

Education is a conscious effort to develop the potential of human resources through teaching activities. Education as a very important need in our lives. The development of education that is currently being directed in line with the development of science and technology. Pancasila Education as one of the subjects in Elementary School (SD) has an important role in shaping the character and identity of students as citizens of Indonesia. Through Pancasila Education, students are taught basic values including honesty, discipline, and responsibility. However, to achieve these goals, the teaching methods used by teachers greatly affect students' learning motivation. Learning motivation is a key factor that can determine the success of the teaching and learning process, where motivated students tend to be more active and perform well in learning. In teaching and learning activities to pursue education, motivation is very much needed, because motivation is the overall driving force within oneself that gives rise to learning activities that guarantee continuity in the teaching and learning process. According to Slavin (2018), learning motivation can be understood as an internal drive that drives students to engage in learning activities and strive to achieve academic goals. Teachers have a strategic role in creating a learning environment that can trigger student motivation. Varied and interactive teaching strategies, such as project-based learning and group discussions, can increase student engagement, as stated by Rahmat (2016) who stated that the active learning approach can attract students' interest and encourage them to participate more in the learning process. Meanwhile, according to (Arianti, 2019) Motivation plays an important role in the teaching and learning process for both teachers and students. For teachers, knowing students' learning motivation is very necessary in order to maintain and increase students' enthusiasm for learning. For students, learning motivation can foster a spirit of learning so

that students are encouraged to carry out learning activities. Students carry out learning activities happily because they are motivated.

Motivation can also be seen through the way teachers teach and deliver materials. According to (Sahidin, 2013) Creative, professional teachers are required to develop approaches and choose effective teaching methods so that a conducive and enjoyable learning climate occurs. In order to avoid boredom in learning, teachers can choose a method that is suitable for the subject matter or sub-topic at the same time and place at the same time, because there are strengths and weaknesses in each teaching method. According to (Maonde; 2011) The teaching method that is suitable for a particular subject matter is marked by high student learning achievement in each implementation of learning evaluation. According to (Santrok, 2003) achievement motivation is the desire to achieve a standard of success in carrying out an effort. It is through the teacher's teaching method that students show their perseverance in learning to achieve their learning outcomes. The way a teacher teaches reflects the personality of the teacher. Although the way each teacher teaches is different, the way a teacher teaches certainly has the same goal, namely conveying learning or knowledge to help students shape their personalities, helping students to be confident in the skills they have according to (Anwar. Et al., 2020) teachers who often provide exercises in order to understand the material will produce better students when compared to teachers who only explain and do not provide continuous follow-up. This is because teaching and learning activities do not only lie with the teacher but students also intervene in the teaching and learning process.

The way teachers teach has its own variations, teachers who use the same teaching methods will make students feel bored quickly. Therefore, teachers must be more creative and innovative in teaching in order to attract students' motivation to learn. According to (Nasution, 2009) the teacher's teaching style is necessary if it is instrumental, namely teaching certain things, but if it is developmental, namely developing students' personalities, flexibility or personal autonomy, then students should know the various teaching styles. According to (Toenlio, 2012) there are several teaching styles, namely the following

- a. Use of voice style, namely the teacher must be able to change voice, for example from loud to soft
- b. Focus, Teachers are required to be able to focus on things that are considered important to students
- c. Silence, the teacher makes a sudden and deliberate silence while the teacher is explaining something, then this is a good tool to attract attention because the change of stimulus from the presence of sound to a quiet state or from a state of busyness to activity and then stopping, will be able to attract attention, because students want to know what is happening
- d. There is eye contact, namely the teacher is able to control the view in the classroom to show the relationship between teacher and students
- e. Body movements, such as the teacher's body movements, head movements, and facial expressions are important aspects in learning
- f. Changing teacher positions in class, this is done so that students can remain focused during the learning process.

Based on the results of research conducted by the author at school, it can be seen that the fun and professional way teachers teach is able to help students increase their learning motivation.

Research Methodology

This research method uses the *Literature Review method*. which is a study conducted by researchers by collecting a number of books, magazines related to the problems and objectives of the study (Kurnia, 2020). This technique is carried out with the aim of revealing various theories that are relevant to the problems being faced/researched as reference material in discussing the research results. Literature reviews can be carried out from several sources such as national and international journals which are carried out using three databases (BASE, Science Direct, and Neliti) and relevant textbooks or handbooks regarding the results of food hygiene sanitation research in tourist attractions and related policies.

Result & Discussion

The results of research on the analysis of teachers' teaching methods to see students' learning motivation in the Pancasila Education subject in previous studies showed several findings as follows:

1. Varied Teaching Methods : Teachers in elementary schools have used various teaching methods, such as project-based learning, group discussions, and the use of interesting learning media. These methods have proven effective in increasing student engagement and making the learning process more interactive. Students tend to be more motivated when they can actively contribute to learning.

2. The Role of Teachers as Facilitators : teachers who act as facilitators, listen more and encourage students to speak, because it can increase learning motivation. By creating an environment that supports discussion and sharing opinions, students feel valued and more enthusiastic about learning.
3. Student Responses to Teaching Methods : Interviews with students showed that they preferred learning methods that involved practical and collaborative activities. Students expressed that learning that was fun and relevant to their daily lives made them more interested in learning.
4. Challenges in Teaching : The study also found several challenges faced by teachers in implementing teaching methods that can increase student motivation. Time constraints and large numbers of students often make it difficult for teachers to apply a more interactive approach consistently. In addition, differences in student characteristics and learning needs are also obstacles in creating an optimal learning environment.
5. Impact of Parental Involvement : Another finding shows that parental support has a positive effect on students' learning motivation. When parents are involved in their children's education, either through communication with teachers or in learning activities at home, students tend to have higher motivation.

Overall, this study shows that the way teachers teach in elementary schools has a positive impact on students' learning motivation in Pancasila Education subjects. The right method, the active role of teachers, and parental support are important factors in creating a positive learning atmosphere and motivating students.

Conclusion

From the results of the study on the analysis of how teachers teach in Elementary Schools to see students' learning motivation in the Pancasila Education subject, it can be concluded that varied and interactive teaching methods greatly influence students' learning motivation. Teachers who act as facilitators, and apply a learning approach that actively involves students, succeed in creating an interesting and enjoyable learning environment. The study also found that students showed higher interest in learning that was relevant to everyday life and involved peer interaction. Despite challenges, such as time constraints and differences in student characteristics, parental support and involvement in children's education have been shown to increase learning motivation. Therefore, it is important for teachers to continue to develop their teaching skills through ongoing training and strengthening communication with parents. Thus, students' learning motivation in Pancasila Education subjects can be significantly improved, which in turn will support the achievement of better educational goals.

References

- Anwar, A., Daud, M., Abubakar, A., Zainuddin, Z., & Fonna, F. (2020). Analysis of the influence of teacher teaching style on student learning achievement. *Jurnal Serambi Ilmu* , 21 (1), 64-85.
- Arianti, A. (2019). The role of teachers in increasing student learning motivation. *Didaktika: Journal of Education* , 12 (2), 117-134.
- Kurnia, L. (2020). Literature Study on the Use of Local Exhaust Ventilation (LEV) in Minimizing Dust in the Furniture Industry. Yogyakarta Health Polytechnic.
- Maonde, Faad. 2011. Application of Experimental Research in the Field of Education and Social. (Kendari: Unhalu Press)
- Nasution, S. 2009. Didactic Principles of Teaching. cet. 4th. Bandung: Jemmars.
- Rahmat, H. (2016). *Introduction to Education and Active Learning* . Bandung: Alfabeta.
- Sahidin, L. (2013). The influence of achievement motivation and students' perceptions of teacher teaching methods on mathematics learning outcomes. *Journal of Mathematics Education* , 4 (2), 212-223.
- Santrok, John W. 2003. Adolescence. (Jakarta: Erlangga)
- Slavin, R.E. (2018). *Educational Psychology: Theory and Practice* . Pearson.
- Tlompakan 01 -TuNtang. *Journal of Education and Culture* . , 5 (3), 120–135.
- Toenlio. 2012. Becoming a Professional Teacher. 3rd ed. Bandung: Rosdakarya Youth.