



## Increasing Motivation For Social Studies Content Using The Piston Model In Class V Elementary School Students

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### ABSTRACT

This research is motivated by the problem of low learning activities, student motivation, which influences low social studies learning outcomes. An effort to overcome the problems that arose was to apply Piston learning through Classroom Action Research (PTK) which was carried out in 4 meetings in class V at SDN 1 Sumber Alaska with research objects of 20 students. The aim of this research is to describe teacher activities, student activities and student learning motivation as observed through observations and test results. The findings from this research indicate that teacher performance at meeting I reached 64% and continued to increase in meetings until it reached 96%. Student activity at the first meeting reached 50% and continued at each meeting until it reached 90%. Student learning motivation in I reached 50% and continued to increase at each meeting until it reached 90%. Student learning outcomes in all aspects continue to increase at each meeting until they reach a score of 70 according to the KKM so that students meet the criteria for completion. In connection with the findings and results of the research, it can be concluded that the Piston model teaching approach activities are able to improve creative thinking skills and student learning outcomes in social studies learning.

**Keywords :** Motivation, Activities, Learning Results, Piston

### Introduction

Education in Indonesia is progressing from the modern transformation period 4.0. Indonesia is shocked by another idea, namely the specific culture 5.0 4C, namely, creativity, critical thinking, communication and collaboration. Some of the skills that have become important in this era include leadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, problem solving, and teamwork. The world of education in Indonesia can face changes in the 5.0 era with several strategic steps. First, in terms of infrastructure, the government must make efforts to overcome development gaps and expand the reach of internet access to all regions of Indonesia, bearing in mind that internet access is still limited in some areas. Second, teachers and educators need to improve their digital skills and creativity, to be able to facilitate learning in accordance with the demands of the times. Third, the government needs to establish close cooperation between the world of education and industry. This is important so that graduates from schools and universities have skills that are relevant to industry needs and are able to contribute effectively in the world of work. (Nastiti & Abdu, 2020). S. Nasution said that every school teaches children to have choices to become useful citizens. However, school education is often irrelevant to an individual's life. The educational program as a whole orients towards areas of study that can be thought coherently and methodically and these have no real connection to the student's regular routine. What students learn only prioritizes the interests of the school, not helping them live better, more productive lives in society as a whole (Sujana, 2019). Optimal social studies learning involves students in gaining

understanding through a combination of experience and knowledge developed in line with the stage of development of their thinking. This is because students have diverse potential in utilizing and activating their thinking abilities. The process of thinking, problem solving, and creating new things are interrelated and complex aspects of social studies learning (Darwanti, 2016).

However, this is different from the reality on the ground. Based on the results of observations and interviews with the homeroom teacher, it was found that there were still many students who had problems with low learning motivation, low learning activity among students and this had an impact on student learning outcomes at SDN 1 Sumber Alaska, with unsatisfactory learning outcomes. Low student participation is caused by a lack of student involvement in the learning process. The causal factors include the use of less interesting learning models by teachers, lack of variety in learning approaches which results in boredom, students are less able to be actively involved in social studies learning. If this condition is left, the cause of the first problem is that learning tends to be one-way, resulting in minimal student participation and less active involvement. This will have an impact on students' lack of understanding of social studies learning. Second, learning is individual, third, learning is less interesting and enjoyable, and finally, learning becomes less meaningful, the lack of variety in learning makes learning less meaningful. To deal with these problems, it is necessary to implement new learning strategies that are able to motivate, actively involve students in the learning process in the classroom, this will help create a dynamic and enjoyable learning environment, and can improve student learning achievement. The solution that can be applied is to apply a combination of Piston models. This model does not yet have the meaning of giving and receiving, where it is hoped that students will be able to give or share knowledge with other students and be able to accept differences in understanding, opinion, ethnicity, religion and race from a variety of other students. According to Suriansyah, et al. (2014) improving learning activities is the key to getting good results too. (Cinantya, Aslamiah, Prasetyarini, Maimunah, & Refianti, 2023). Based on previous studies related to the use of Problem Based Learning as a learning strategy that looks to use a problem that exists in the real world as a place for students to practice fundamental thinking, gain the ability to think critically, and not be negligent in thinking, obtaining information and important ideas from the broadcast material discussed (A. Suriansyah, Amelia, & Lestari, 2019; Khakim, Mela Santi, Bahrul US, Putri, & Fauzi, 2022; Maulana, Fauzi, & Asniwati, 2019; Hayati, Siti Aulia, & Rahayu Ratnaningsih, 2020; Radiansyah & Amalia, 2022).

The Two Stay Two Stray model was chosen with the intention of overcoming the factors that cause individual learning and a lack of relationships between students, resulting in passive learning. This learning model aims to teach students to be responsible, speak effectively, be able to voice personal views and also respect other people's points of view. All of this is directed so that students can work together to exchange ideas and solve problems given by the teacher. After that, 2 people from the first group went to visit another group to seek explanations from the next group and the other 2 people remained in the group to understand the responses discussed by that group. Once the visit is over, the two people return to the group to check answers. Based on previous studies related to the application of the Two Stay Two Stray learning method, it will guide students to be dynamic, good at studying, seeking explanations for several things, looking for answers, understanding and then paying attention to the material explained by the teacher. (Indriastuti, 2018; A. Suriansyah & Mahriati, 2016; Laya. K, 2022; Huda, 2021; Bambang, Enawaty, & Sartika, 2021; Hayati, 2016;). The Talking Stick learning model was chosen to inspire students to dare to voice their opinions, as well as create conditions that are fun and involve them. After students learn the material, the person who gets the stick must answer the questions given by the teacher. The model is used with the help of a stick. Because it aims to teach students how to speak, encourage them to dare to voice their opinions, and foster a fun and active learning environment, this learning model is ideal to use. Based on previous studies related to the Talking Stick learning technique, it is a very useful learning tactic that involves the use of a stick as a tool. Students are asked to tell stories in front of the class when they receive spinning sticks, and the talking stick method gives them the opportunity to express their opinions in the broadest possible terms (Abyadi, 2021; Purwanti, Suriansyah, Aslamiah, & Dalle, 2018; Rahima & Fauzi, 2019; AASN Suriansyah, 2014; Asniwati, Hidayat, & Refia, 2019; Kumullah & Yulianto, 2020; Mustika, 2019; Murtiningsih, 2017; Sari & Supriyono, 2017). The position of this research is strengthened by appropriate studies that have been carried out previously by (A. Suriansyah, Amelia, & Lestari, 2019; Khakim, Mela Santi, Bahrul US, Putri, & Fauzi, 2022; Maulana, Fauzi, & Asniwati, 2019; Radiansyah & Amalia, 2022; A. Suriansyah & Mahriati, 2016; Laia. 2019; AASN Suriansyah, 2014; Asniwati, Hidayat, & Refia, 2019; (Cinantya, Aslamiah, Prasetyarini, Maimunah, & Refianti, 2023). which states that the research uses a combination of learning models *Problem Based Learning*, *Two Stay Two Stray*, *And Talking Stick* able to increase student motivation, activity and learning outcomes.

## **Research Methodology**

According to Mulyasa (2013) the teacher is the person who knows best about everything that happens in the classroom, so classroom action research is one method to improve and improve teacher

professionalism.(Amberansyah & Marhamah, 2017). According to MPA Suriansyah, Wahdini, & Purwanti, (2020)says "Classroom action research is action research in the field of education carried out in classrooms with the aim of improving or increasing the quality of learning in the classroom," reads the definition. Classroom Action Research (CAR) is characterized as a course concentrating on learning problems in the learning space through self-performance with the ultimate goal of overcoming these problems through completing various activities set in real circumstances. In carrying out Classroom Action Research (CAR), certain steps must be followed, namely planning, implementation, observation and reflection. PTK involves two cycles to detail the process. The first cycle provides the basis for the second cycle, which in turn becomes the basis for continuous planning of subsequent cycles(Ramadina & Cinantya, 2022). This research took place at SDN 1 Sumber Alaska consisting of 4 meetings from 24 February to 15 March 2023 with research subjects namely class V, totaling 20 students consisting of 12 female students and 8 male students. Focus research was conducted on social studies learning theme 7 using a learning model *Piston to increase learning motivation, student activity, and student learning outcomes*. Data collection in this research used observation, interview and test techniques. Interviews are needed to collect research data by means of direct questions and answers related to the learning system with observers, observation results are used to describe and analyze improvements in teacher activity factors, student motivation, and student activity using questionnaires and observation sheets accompanied by rubrics, while the learning results obtained through a written evaluation test including quantitative data. Each factor studied has a reference for success that needs to be achieved. In teacher activities, it is said that they have succeeded in achieving the reference for success if they get a score between 23-28 so that they are in the "Very Good" criteria on the observation sheet. In terms of student activities, it is said that they have achieved the benchmark for success if  $\geq 82\%$  of the total number of students get a score in the category "All students are very active". Regarding student motivation, it is said to have succeeded in achieving the benchmark for success if  $\geq 82\%$  of the total number of students received a score in the category "All students are very motivated". Finally, in terms of learning outcomes, students are said to have succeeded in achieving the benchmark for success if  $\geq 80\%$  of the total number of students get a score of  $\geq 70$  according to the KKM with the "Complete" criteria. All data obtained is then analyzed, grouped.

## Results and Discussion

Social studies content learning using a combination of Piston learning in class V of SDN 1 Sumber Alaska was carried out in four meetings. A summary of the comparison of activities carried out by teachers, student motivation, student activities, and learning outcomes can be described as follows:

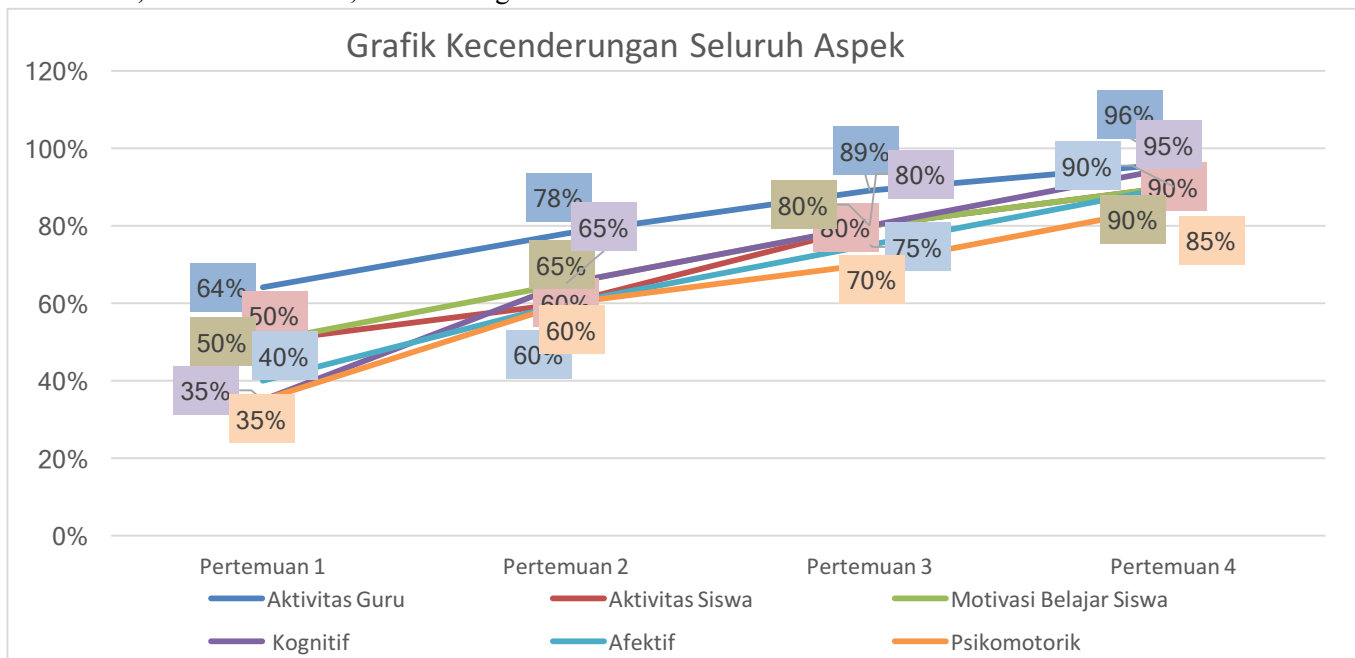


Figure 1. Graph of trend in learning outcomes for meetings 1-4

Based on the graph above, the increase that occurs is due to the link between all aspects of the research involved as evidenced by the increase in learning in teacher activities which are carried out together with the teacher, which will have an effect on increasing student activity. Then, the increase in teacher activity and student motivation will definitely have an impact on student activity. In the end, improving the quality of teacher activities, student motivation, student activities will have an impact on student learning outcomes which also

increase at each meeting. Judging from the trend graph above, it shows that there was an increase in teacher involvement from meeting 1 to meeting 4 which arose because the teacher, after learning, always noted things that he felt were lacking during the lesson and used them as reflections. At each meeting the teacher tries to guide students if there are those who experience learning difficulties. Apart from that, if you look at the graph above, it shows that there was an increase in student motivation from Meeting 1 to Meeting 4 which occurred due to the influence of teacher activities where the teacher here gave encouragement to each student so that the student could achieve their learning goals. By having learning motivation, teachers hope that students can achieve their learning goals and develop learning motivation so that their learning abilities and willingness to learn can develop. The trend graph above shows an increase in student activity from Meeting 1 to Meeting 4 which occurred due to the influence of teacher activity who continued to try to find ways to overcome learning problems at each meeting. Then, for the latter, seen from the trend graph above, it shows an increase in learning outcomes from Meeting 1 to Meeting 4, this is because the teacher in the learning process always creates a pleasant learning atmosphere so that it has an impact on increasing student motivation and students' active participation in learning in class.

The Piston model used in this research proves that it can increase teacher activity in learning, especially in social studies subject theme 7, which increases at every meeting. Noorhapizah, Nur'alim, Agusta, & Fauzi, (2019) revealed that the effectiveness of successful learning methods comes from improving the quality of teachers in carrying out the learning process. These factors are inseparable from choosing a learning approach that suits students' needs and the teacher's ability to organize and assist learning. In line with this AASN Suriansyah, (2014) learning strategies in the classroom, teacher knowledge of the application of learning methods can encourage students' active participation in the learning process, while strengthening their ability to use learning media and learning resources. This will help students better understand the subject matter being taught. This success is due to the teacher's selection of learning strategies and also the teacher's skill in designing appropriate learning according to student characteristics, which has the potential to improve student participation and learning achievement. The strategies implemented by the teacher during the learning method have a significant impact in achieving the specified learning objectives (Aslamiah & Agusta, 2015). Furthermore, the results of observations regarding student learning motivation in each learning session showed an increase, indicating that the combination of the Piston learning model (problem based learning, two stay two stray, and talking stick) could increase students' learning motivation during the learning process. Opinion Rahman, (2021) what was revealed in his research indicated that motivation has an important role in student success. A person's learning success is often related to his inner desire to learn. Motivation functions as a driving force to achieve satisfactory results. High levels of motivation in the learning process tend to produce optimal achievement (Aslamiah, Cinantya, & Rafianti, 2023). Research acc Fauzi, Novitawati, & Darmiyati, (2018) explains that student motivation is the teacher's strategic responsibility. Arends' view is that the problem-based learning model is a teaching strategy where students are involved in real problems, allowing them to develop understanding independently. This model encourages students to be active, creative, take initiative, innovate, and have strong motivation in the learning process (Khakim et al., 2022). According to Laya. K, (2022) in his research, he explained that there are many ways to stimulate students' learning motivation, one of which is by using the two stay two stray type cooperative learning model, which is intended to make students ready to learn learning material quickly and can generate curiosity and stimulate thinking. The talking stick learning model is a teaching approach that has the potential to increase students' enthusiasm for learning. In this model, students use sticks as tools, and this approach creates an interesting learning environment, resulting in students becoming more enthusiastic in participating in the learning process that involves the talking stick model. (Sari & Supriyono, 2017).

The results of observations of student participation in the implementation of learning showed an increase from meeting to meeting. This phenomenon indicates that the use of a combination of the Piston model (problem based learning, two stay two stray, and talking stick) is able to influence student activities during the learning process. The teaching and learning process is a series of interactions consisting of a number of activities, including active participation of students in learning, asking questions related to material they do not understand, taking notes, listening to explanations, thinking critically, reading, as well as all actions that support achievement and good learning outcomes. (Noorhapizah, Nur'alim, et al., 2019). The importance of student activities in learning is in line with the opinion of (Agusta et al., 2019) that active student involvement in learning is essential, without student activity the teaching and learning process cannot be carried out well. Therefore, if there is a problem, it should not be left alone but a solution must be sought and developed by the teacher in the learning process so that students can participate actively in the learning process. The involvement of students when participating in the learning process will make students more active, creative, this makes it possible to achieve more optimal learning achievements and is able to reverse the paradigm from an approach that initially focused on the role of the teacher to an approach that prioritizes the role of students in the learning process. This is in line with Purwanti, Suriansyah, Aslamiah, & Dalle, (2018) that if the learning process remains teacher-centered, the

impact on student activities will always be low. Teacher activities in using the Piston learning approach (problem based learning, two stay two stray, and talking stick) have been used by Khakim et al., (2022) suggests that the Problem Based Learning learning approach emphasizes that teachers need to approach teaching in a way that attracts students' natural interests to explore and develop their creativity and curiosity. Research conducted by Huda, 2021; Bambang et al., (2021) that the Two Stay Two Stray learning approach is a learning approach in which students are more involved in direct listening activities and research conducted by (Asniwati, Hidayat, & Refia, 2019) emphasized that the use of the Talking Stick model is a learning method in the form of group discussions that emphasizes the active participation of each group member in the discussion process.

Every learning process definitely provides students with a learning experience that can be measured through learning achievement. Based on the results of student learning through the application of the Piston model (problem based learning, two stay two stray, and talking stick) there is a classical increase in each meeting until it reaches  $\geq 82\%$  of students are in the "Complete" criteria which is related to an increase in teacher activity and student motivation, as well as student activities. Teachers in improving students' academic achievement use several different teaching methods in the learning process which of course need to be chosen according to the student's stage of development so that students will be actively involved which will lead to the expected learning outcomes. The use of learning models that are applied during learning is related to the professionalism and quality of teachers in being responsible for their duties. This is in line with Suriansyah & Aslamiah in Noorhapizah, Sukma, Agusta, & Pratiwi, (2019) that teacher satisfaction with their performance can have an impact on learning achievement. After using this approach, guidance is needed for students in learning because quite a few students will find it difficult to accept the concept of the material. Therefore, the role of the teacher is needed as a guide who always helps students to direct appropriate learning activities so that they do not deviate from the initial goal and are able to achieve the expected learning outcomes. This is in line with Metroyadi, Pratiwi, & Shalihah, (2019) that within the scope of learning teachers should act as facilitators, motivators and guides to achieve planned learning goals. Don't forget that in implementing learning, teachers should provide reinforcement to students in an effort to raise their motivation to be actively involved in the learning process. The goal is to ensure that students are fully involved in understanding concepts and getting optimal learning outcomes. It should be noted that this increase in learning outcomes is not only related to teacher activities, but is also influenced by student motivation and student learning achievement during the teaching process, this is in line with Kholis, (2017) that achieving optimal student learning achievement is the central goal in every learning effort. To realize satisfactory learning achievements, synergy between various elements in the teaching and learning process needs to be upheld. These factors include determining learning objectives, subject matter presented, dynamics of teaching and learning activities, approach or model used, use of appropriate learning tools and resources, and assessment of results through evaluation. Harmonious cooperation between these elements is the key to forming quality learning outcomes.

## Conclusion

Based on the results of research on students in class VSDN 1 Sumber Alaska Kapuas, the conclusion that can be drawn is that social studies content uses the Piston 1 model. Teacher activities in learning social studies content using Piston for students in class V of SDN 1 Sumber Alaska, Kapuas Regency have been carried out in accordance with the steps that have been planned and able to achieve the success indicators set by researchers. 2). Student learning motivation in learning social studies content using the Piston model for class V students at SDN 1 Sumber Alaska, Kapuas Regency has increased and is able to achieve the success indicators set by researchers. 3). Student activities in learning social studies content using Pistons for class V students at SDN 1 Sumber Alaska, Kapuas district have increased and were able to achieve the success indicators set by researchers. 3). The use of Pistons for students in class V of SDN 1 Sumber Alaska, Kapuas Regency can improve learning outcomes for social studies content at each meeting, and have achieved the mastery indicators that have been determined both individually and classically.

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