

MOTIVATION IMPROVEMENT AND STUDENT LEARNING OUTCOMES IN SCIENCE LEARNING USING EXPLICIT MODEL INSTRUCTION IN BASIC CLASS IV CLASS

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ABSTRACT

Based on observations and interviews with researchers at SDN 01 shadow, researchers found that the problems regarding student learning motivation were still low. The research problem formulation is how to increase student motivation and learning outcomes in science learning through the Explicit Instruction model. The benefits of this research are for theoretical and practitioner interests. This type of research is Classroom Action Research. The subjects of this study were grade IV students of 21 people. The research instruments used were motivation observation sheets, teacher activity observation sheets, motivational questionnaire sheets, and student learning outcomes test sheets. From the results of the study, the percentage of motivation asked by the first cycle numbered 45.22%, and the second cycle 71.42%, the percentage of student motivation in answering and responding to the first cycle questions 45.22%, and the second cycle 83.32%, student motivation in expressing opinions in the first cycle 52.35%, and the second cycle 83.33%, doing the exercises on time in the first cycle was 61.9%, and the second cycle 78.57%. So science learning with the Explicit Instruction model (direct teaching) can increase student motivation and learning outcomes.

Keywords: Learning Motivation, Learning Outcomes, Explicit Instruction Model

INTRODUCTION

The progress of technological science in all fields is increasingly high, including education per week. The problem of education for the community in general is very important or interesting to talk about. Education is a need that must be mastered by every human being. Education can confirm the progress of the nation. Education will change a person for the better, which is to shape the personality, skills, and development of students both spiritually and intellectually.

Should the learning of Natural Sciences (IPA) a teacher must be creative in carrying out learning, by choosing models, methods, media or learning strategies that are appropriate to teaching materials or materials, but which are found in science learning, rarely seen in the teaching and learning process, with processing things that have never been teachers, doing things that make learning monotonous and boring, and students do not have enthusiasm in learning.

The things that happened in the field, the occurrence of results in the Education Field Practice (PLK) in 01 Public Elementary School (SDN) in September to November 2012, Learning delivered by the teacher still uses conventional methods. In this case, every activity carried out is still a mystery and oriented to the teacher (teacher oriented). In this conventional learning, the teacher only explains the existing learning material, with the exercises in each student's LKS book. Only learning becomes monotonous and unpleasant.

Based on observations and interviews of researchers with Ms. Yuliusni, A.Ma as a shadow teacher at SDN 01 during Field Practice (PL) in September 2012, the information obtained was that student learning motivation was still low, many students were lazy, shy, both in asking and answer teacher questions, and make assignments or exercises given by the teacher. Researchers see when learning students do not dare to ask if he does not understand the learning, there are students who joke, meribut with his peers, and even students who are getting ready to go out of class before the teacher ends learning. The researcher once asked several students about student motivation, the researcher also obtained information from the student that the student was embarrassed and lazy to ask, answer, or complete the task for fear of being wrong and being laughed at by his friends. So that it affects the student learning outcomes. This proves that the lack of motivation of students in science learning is characterized by low student learning outcomes, can be seen from the average value of student science learning outcomes, the average value of Mid semester 1 exam results is 59.5 and the average score of the Exam Semester 1 is 64.5, this can be evidence, that there are still many students who score below the minimum completeness criteria (KKM) set by the shadow school SD N 01, namely 66. The teacher has made an effort and a way to improve motivation and enthusiasm for student learning, but the results have not been

satisfactory, where there is no improvement in learning motivation for students, both in paying attention to the lesson, and in asking questions. Researchers see that this problem occurs because the learning carried out is less attractive to students, thus making students become lazy and not enthusiastic in learning.

The description above illustrates that the motivation of students' science learning is still lacking and has a negative impact on their learning outcomes, on average it has not reached the KKM standard as expected. To overcome the learning problems above, researchers tried to provide one solution by using the Explicit Instruction model (direct teaching) so that students are more motivated to pay attention and concentrate in learning.

Based on the above problems researchers are interested in using the Explicit Instruction learning model, namely direct learning specifically designed to develop student learning about procedural knowledge and declarative knowledge that can be taught in a step-by-step pattern. Direct teaching (Explicit Instruction) was also expressed by Rosenshina and Stevens (1986) *in* Uno and Mohammad (2009)) "Explicit Instruction, namely" Direct learning is designed to develop student learning about knowledge of procedures and declarative knowledge starting from Observation".

METHOD

This research is a qualitative research. Therefore, the data sources in this study were fourth grade students and class teachers. Data collection methods used are test methods, field notes, and documentation. The test method is used to determine the students' initial abilities in writing poetry. collect data or field notes to record obstacles or problems that occur by observing the activities of students, documentation taken when the test activities take place or matters related to interests in this study. The data obtained in this study were processed by qualitative descriptive analysis. Data analysis in the research carried out took place simultaneously with the data collection process. The data processing includes through three stages of the flow model, namely data reduction, data presentation, and data verification. The technique used in checking the validity of data and the saturation of data in this study are persistence of observation and

data triangulation. Data triangulation carried out using two ways, namely through sources and theories.

RESULTS AND DISCUSSION

This research was conducted in class IV SDN 01 shadow in the 2018/2019 school year with 21 students, consisting of 13 men and 15 women. In this study researchers acted as educators, while class IV educators acted as observers. This study was conducted in two cycles, cycle I consisted of II meetings and cycle II consisted of I meetings. This Classroom Action Research consists of two cycles, each of which consists of 2 meetings and 1 test at the end of each cycle. The implementation of learning is carried out using the Explicit Instruction Learning Model. This study has a research instrument of several teacher activity sheets, student learning motivation sheets, motivation questionnaire sheets, and student learning outcomes tests.

Learning through the Explicit Instruction Learning model is a new thing for students so that in its implementation the researcher encounters various obstacles. According to Arends (1997) *in* Uno and Mohamad (2011). Model (Explicit Instruction) Direct Learning is one of the teaching approaches specifically designed to support student learning processes related to declarative knowledge (explaining) and structured procedural knowledge that is well structured, which can be taught with a gradual, step-by-step activity pattern.

Based on various descriptions and explanations of the Explicit Instruction Learning Model, the researcher begins the research by designing several stages, starting with planning, which is to provide syllabus for grade IV science classes in even semester, then the researcher prepares a learning device (RPP). Next, the researchers chose the handbook, namely the grade IV IPA book and the BSE IPA textbook bookkeeping center publisher for grade IV elementary school. Then, the researchers prepared learning media, compiled demonstration sheets, group discussion sheets, compiled teacher activity sheets, student learning motivation sheets, motivational questionnaire sheets, and compiled student learning outcomes tests. Furthermore, in the process of implementing learning that starts from the initial activities containing prayer,

apperception and provokes student motivation, the core activities contain delivering subject matter using the Explicit Instruction Learning Model and the teacher's way of carrying out the learning process namely exploration, elaboration, and confirmation. Then, at the end of the lesson, it contains an evaluation and to strengthen the data on the clarity of the improvement, a learning result test is held which the researcher uses here is a daily test (UH). Explicit Instruction Learning Model is very good applied in fourth grade elementary school science learning, because the Explicit Instruction Learning Model can make students more active and motivated in learning because the learning starts from giving demonstrations. This is because in the Explicit Instruction Learning Model gives direct experience to students through demonstrations and experiences that are used in group discussions. Because students have capital with their experience, the teacher is quite active in learning. For more details, the following description:

Teacher Activities

Implementation of learning through the Explicit Instruction Learning Model in cycle I has not been said to be good, and this can be seen from the average percentage of teacher activity, which is 58.92%. This is because the teacher is not familiar with the Explicit Instruction Learning Model and is only the first time tried in learning by the teacher. Meanwhile the average percentage of teacher activity in the second cycle increased to 82.14%, so that the implementation of learning through the Explicit Instruction Learning Model can be said well and reached the target of more than 70%.

Student's Motivation to Study

The most important thing in learning is the motivation of a student in learning. Motivation plays an important role in achieving the success of learning where if one is interested in something it will produce a very good thing in his business. In accordance with the expression Hamalik (2011) "Motivation is a change in energy in a person (person) which is characterized by the emergence of feelings and reactions to achieve goals", because someone who is motivated towards something has an impact on learning outcomes and supports the next lesson. In this study, indicators of learning motivation were measured using the Explicit Instruction Learning Model where students asked questions, students answered and responded to questions, and did exercises or assignments, and in discussions.

Student motivation to listen and pay attention to the teacher's explanation in the first cycle is 45.22% while the target is 70%, but in the second cycle it increases to 71.42%. The teacher has sought improvement on indicators of student motivation in asking this. On the indicators of motivation students ask and answer questions in the first cycle 45.22% while the target to be achieved is 70%, in the second cycle the teacher tries to increase it to 83.32%. The teacher has successfully achieved the target in cycle II. On the indicator of student motivation answering questions when the discussion in the first cycle was only 52.35% while the target to be achieved was 70%, in the second cycle the teacher tried to increase it to 83.33%. On the indicators working on the training on time in the first cycle, which is 61.9% while the target is 70%, in the second cycle the teacher tries to reach 78.57%. Based on the results above it can be concluded that the Explicit Instruction Learning Model can increase students' learning motivation in science learning. This is evidenced by the average percentage increase for each indicator from cycle I to cycle II.

Learning Outcomes

Student learning outcomes are seen at the end of each cycle by giving Daily Deuteronomy (UH). Because the success or failure of learning in schools is seen from the results of learning. As revealed by Sukmadinata (2007: 102) states that mastery of one's learning outcomes can be seen from the behavior, good behavior in the form of mastery of knowledge, thinking skills and motor skills. Student learning outcomes have increased, namely in the first cycle only reached 47.62% while in the second cycle reached 85.71%. So it can be said that the teacher has succeeded in using the Explicit Instruction model in the learning process to improve student learning motivation.

Research and Recommendation Weaknesses

From some descriptions and explanations starting from the results of research and discussion, it can be concluded that classroom action research entitled "Increased Motivation and Student Learning Outcomes in Science Learning Using Explicit Instruction in Class IV SDN 01 shadow" can be said to be successful on all indicators of success. This can be seen from the teacher's activities, the percentage of average teacher activity has succeeded in increasing from 58.92% to 82.14% in the second cycle, and this means that it has reached the target of 70%. Meanwhile student learning

motivation to listen and pay attention to teacher explanations increased to 76.19%. On the indicators of motivation students ask and answer questions increase it to 90.47%. On the indicators of student motivation answer the question when the discussion increases it reaches 90.47%. On indicators working on training on time trying to reach 85.71%.

CONCLUSION

Learning that is done through the Explicit Instruction model can increase students' learning motivation in science learning in class IV of SDN 01 Kampung Olo. This can be seen from the increase in student learning motivation from cycle I to cycle II. Learning by using the Explicit Instruction model can improve student learning outcomes in science learning in class IV SDN 01 shadow. This can be seen as an increase in the average test scores and the number of students who complete the science learning

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