

INCREASING THE LEARNING MOTIVATION OF SMA NEGERI 2 MANDAU STUDENTS THROUGH THE READING GUIDE LEARNING MODEL

Mirza Hardian¹, Lasmita Siregar², Elfa Susanti³, Ade Sandra⁴,

Email : ¹mirza.hardian@lecturer.unri.ac.id, ²lasmita.siregar5398@student.unri.ac.id,

³Elfa.Susanthi2584@student.unri.ac.id, ⁴72adesandra@gmail.com ³

Abstract : The purpose of this study is to increase student motivation through the Reading Guide learning model. The object of this investigation was a student of grade XI Science 2 SMAN 2 Mandau. The implementation of this research was carried out in 2 cycles, with stages of planning, implementation, observation and reflection. In the Pre Test stage, the level of student motivation was 59.2% (low category). These results can be seen from the learning motivation questionnaire that has been made. Then after the implementation of cycle I, the level of student learning motivation rose to 74.16% (medium category), then in cycle II showed that student learning motivation increased to 82.02%. On the other hand, the increase also occurred in the teacher's observation sheet. Where in cycle I it was obtained 67.85% and in cycle II it was 82.14%. With the increase in student motivation, it was concluded that the application of the Reading Guide learning model can increase student learning motivation.

Keywords: Learning motivation, Reading Guide, Teacher, sis

Abstract:

The purpose of this research was to increase students' learning motivation through the Reading Guide learning model. The participants of this investigation were the students of class XI IPA 2 SMAN 2 Mandau. The implementation of this research was carried out in 2 cycles, with the stages of planning, implementing, observing and reflecting. At the Pre Test stage, the students' motivation level was 59.2% (low category). These results could be seen from the learning motivation questionnaire that had been made. Then after the implementation of the first cycle, the level of student learning motivation rose to 74.16% (medium category), and in the second cycle showed that the student's learning motivation increased to 82.02%. In addition to this, an increase also occurred in the teacher's observation sheet. Where in the first cycle obtained 67.85% and in the second cycle of 82.14%. The increase of student motivation was concluded that the application of the Reading Guide learning model could increase student learning motivation.

Keywords: Learning motivation, Reading Guide, Teacher, improvement

INTRODUCTION

In general, the learning process in schools using learning methods is dominated by lecture methods. However, this method is considered to limit students in improving thinking skills, especially when solving a problem. The *teacher-centered* phenomenon causes students to just sit while listening to the explanation of the material from the teacher without any feedback given by the teacher to students. The learning process carried out by teachers is in the form of material transfer by conducting lectures / readings, assignments, and discussions in one direction, so that the learning process that takes place cannot lead to mastery of 21st century skills. Thus, teachers should play a role in designing the learning process by determining learning models that suit the needs of

students in the classroom so that students feel excited about learning.

Based on previous studies, most of the teacher's pedagogic skills and the atmosphere of the classroom environment that has not been optimal are the dominant factors that inhibit students from being motivated to follow the learning process in class. Obstacles like this become obstacles to create an active and fun learning process for students. Such conditions also create a one-way learning process and students are passive during the learning process. This certainly hinders students from developing the ability to express opinions, is inhibited from honing critical thinking skills, and there is no agreement to develop other 21st century skills that should be honed during the learning process (Zubaida, 2016).

Teachers are a component of learning that plays a role in designing active and interesting learning processes, so that it has a significant impact on the quality of learning and student learning motivation. One of the keys to student success in the learning process is learning motivation, because motivation is one indicator of the emergence of student learning willingness that makes it easier to achieve learning goals. Therefore, the role of teachers in creating the learning process must be planned by paying attention to student needs which are expected to encourage student success when the learning process is carried out.

Learning model *reading guide* is one way that can be used to increase student learning motivation. This learning model makes it easy for students to focus more on following the learning process and understanding the learning material delivered by the teacher (Maryani et al., 2017). In this learning method, the teacher acts as a facilitator when the learning process is carried out and provides opportunities for students actively during the learning process so as to allow students to respond to various things actively and critically so as to increase student learning motivation.

Learning model *reading guide* includes (1) the role of students more actively, (2) processing material in class faster, (3) motivating students to like reading activities, and (4) improving students' reading skills, (5) helping teachers process learning in class and (6) creating a comfortable and conducive classroom atmosphere (Fransiska & Elmubarak, 2015). This learning method also aims to increase independence in learning (*learners*) that is oriented towards solving problems, as well as improving students' literacy skills as one of the hallmarks of 21st century learning.

Based on observations at SMA Negeri 2 Mandau, information was obtained that the learning model applied by PPKn XI Science teachers only uses the lecture method, so variations are needed in the use of learning models to overcome existing problems through learning models that can increase learning motivation students in PPKn learning. In connection with the problems found, this study aims to increase the learning motivation of SMA Negeri 2 Mandau students by using the Active Learning Model of the Reading Guide *Type*.

RESEARCH METHODS

This study used a classroom action research (PTK) design. The research was conducted at SMA Negeri 2 Mandau, during the odd semester of the 2021/2022

school year in class XI Science 2 which totaled 15 students. This research is applied in two cycles, namely Cycle I and Cycle II.

This type of classroom action research uses Chemis and Mac. Taggart runs in four phases: (1) Planning (2) Action (3) Observation (4) Reflection. The application of the model is a combination of action stages and observation stages carried out simultaneously (Pardjono, 2007). Each cycle is carried out in 4 phases which are then evaluated to obtain data on student learning motivation using the *reading guide learning model*. This data was obtained using questionnaires as a measuring tool to see changes in learning motivation for each student through questionnaires and observation sheets to measure teacher activities.

RESULTS AND DISCUSSION

Result

Before conducting action research, researchers conducted a pretest to obtain data on the level of student learning motivation. This pretest stage is very important for researchers as a reference to investigate how conditions occur in the classroom before action research is carried out so that researchers can easily design appropriate learning activities to foster student motivation XI Science 2.

When the pretest was carried out in the PPKn subject in class XI Science 2, it seemed that it still used a *teacher-centered approach* because of the interaction between students and teachers. This condition is because teachers use lecture learning methods that focus on providing information from teacher to student without any feedback from students to teachers. This certainly results in students getting bored quickly and not enthusiastic in learning PPKn.

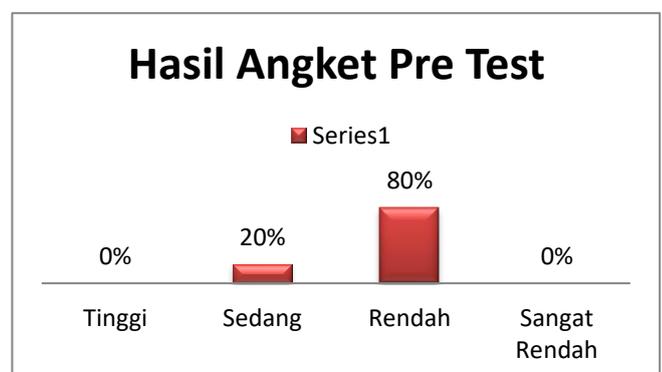


Figure 1. Pre Test Motivation Questionnaire Results Graph

In the picture above, it can be observed that student learning motivation towards PPKn lessons is relatively low, most of the students' learning motivation

is at 59.52%. This percentage shows that the criteria for student learning motivation can be categorized as still low. Many students have low learning motivation compared to the number of students who have learning motivation who are still in the medium category. At the pretest stage the results of student learning motivation. In particular, the level of student motivation in class XI Science 2 is students who have motivation in the medium category as much as 20% and 80% of students still have low learning motivation. Thus, this data becomes the basis for researchers to take corrective actions by practicing the *Reading Guide* type learning model to increase learning motivation in class XI Science 2 PPKn lessons.

Cycle I

In the first cycle, classroom learning is carried out using the *Reading Guide* learning model. Data obtained on teacher activity observation sheets, with an average score of 67.85% in the medium category. In this cycle, students begin to engage during the learning process by answering questions that have been asked by the teacher. However, student engagement is still not as a whole, but only dominated by a portion of students.

Table 1. Results of the First Cycle Learning Motivation Questionnaire

No	Category	Interval (%)	Percentage (%)
1	Tall	≥82%	13%
2	Keep	64-81%	74%
4	Low	45-63%	13%
5	Very Low	≤44%	0%
Total			100%

Based on table 1, broadly speaking, the student motivation questionnaire showed an average score of 74.16% in the medium category. However, data in cycle 1 also showed that students still had low learning motivation by 13%, with most students already having moderate learning motivation at 74% and as many as 13% of students who already had high learning motivation in cycle 1 using the *reading guide learning model*. This shows that students are starting to be more motivated to learn as evidenced by the results of comparison with the results of the questionnaire on the pretest.

Cycle 2

When carrying out cycle 2, the learning phase is still the same as carrying out cycle 1. When carrying out cycle 2, teachers try to correct the shortcomings contained in cycle I learning. One way that will be

carried out by teachers is to encourage students to be more courageous in expressing answers and be more active in learning PPKn in cycle 2 with the teaching learning process in cycle 2 carried out the same stages in cycle 1.

Table 2. Results of the Second Cycle Learning Motivation Questionnaire

No	Category	% Interval	Percentage (%)
1	Tall	≥82%	67%
2	Keep	64-81%	27%
4	Low	45-63%	6%
5	Very Low	≤44%	0%
Total			100%

Based on table 2, broadly speaking, the student motivation questionnaire showed an average score of 82.02% in the medium category. Based on table 1, it is still found that students still have low learning motivation of 6%, and most students already have high learning motivation of 67% and as many as 13% of students who already have learning motivation are in cycle 2 using the *reading guide learning model*.

Discussion

The use of learning models that are oriented towards improving student learning activities has a positive impact on student learning motivation. Activities that involve students in the learning process provide opportunities for students to improve students' abilities such as critical and creative thinking in solving problems found as well as greater opportunities to give opinions openly so as to stimulate students to practice communication skills.

Table 3. Results of Student Learning Motivation Questionnaire in Pre Test with Results of Student Learning Motivation Questionnaire Cycle I

Student Learning Motivation in Active Learning Methods <i>Reading Guide Type</i>	
Pre Test	Cycle I
59,52 %	74,16%
Low	Keep

The use of the learning model in this study had a significant impact on increasing the learning motivation of grade XI Science 2 students at SMA Mandau. Based on table 3, the ratio of student learning motivation in the pretest with motivation results in cycle I showed an

increase through the *reading guide* learning model. In the pretest questionnaire, 59.52% results were obtained, still classified as low, but increased to 74.16% in the first cycle and included in the medium category. An increase of 14.64% after the use of this learning model means that the learning process that involves students in the learning process will have a positive impact on the active learning process.

Although student motivation is still in the medium category in cycle 1, it is likely due to the teacher's lack of maximum application of the learning model *reading guide* which can be seen from the results of observations of teacher activities with An average of 67.85% is included in the medium category. When designing the learning process, teachers should be strongly advised to cooperate with working groups, so as to be able to formulate learning objectives to be achieved in accordance with the suitability of learning strategies and models to be used by taking into account the characteristics of students and external factors that can support the implementation of an effective learning process in the classroom (Bearman et al., 2020).

Improvements to the learning planning process, especially in the ability of teachers to create a supportive learning environment for the implementation of an active and fun learning process. This is because a good classroom atmosphere will support an effective learning process and be able to increase learning motivation (Updated & Thursday, 2021), so that this cycle can be used as feedback to provide opportunities for teachers to evaluate the mechanism of the learning process implemented in the classroom

Table 4. Ratio of Student Learning Motivation Questionnaire Sheet Results on Pre-Test with Student Learning Motivation Questionnaire Results Cycle 1 and 2

Student Learning Motivation in Active Learning Model <i>Reading Guide Type</i>		
Pre Test	Cycle I	Cycle II
59,52%	74,16%	82,02%
Low	Keep	Tall

Table 4 shows that learning motivation increased from cycle 1 to cycle 2 before the pretest by 7.86% and as much as 22.5% of the value during the pretest. The pretest score, showed that student learning motivation was 59.52% with the low category, while there was an

increase in cycle 1 to 74.16% which showed the results that student learning motivation with the medium category and the last in cycle 2, student learning motivation in the high category was 82.02%. This increase in student learning motivation is supported by the results of observations of teacher activities to 82.14% which has a direct impact on the learning process carried out in class. The results obtained from cycle 2 practice show that the actions carried out in cycle 2 have had an impact on increasing student motivation in grade XI Science 2 and teachers have finished conducting classroom action research, because it is felt that it can improve the learning process of students

Significant changes in student learning motivation indicate that the learning process carried out before action research is still conventional, whereas with the implementation of the 2013 curriculum it is expected that every teacher in the learning process must be oriented towards mastering 21st century skills such as critical thinking, creative, cooperation and communication skills. These skills will not be developed in students if during the learning process in the classroom the teacher is not able to provide stimulus in the form of an active and fun learning process. Therefore, to create an active and fun learning process and be able to increase student learning motivation, planning a learning process that is tailored to student conditions and needs is needed.

COVER

Conclusion

Learning process using learning models *Reading Guide* In this action study, it showed a significant change in learning motivation in grade XI students of SMA N 2 Mandau. The difference in the results of student motivation scores on Pretest with cycle 1 of 7.86% and as much as 22.5% between cycle 2 and pretest. This has a good effect on the well-planned learning process so that it can provide student motivation in learning and is expected to have an impact on mastering 21st century skills developed after the learning process.

Suggestion

A good learning process always begins with a planning mechanism by considering student needs, especially in determining the learning model used and the carrying capacity to achieve learning objectives oriented towards improving student skills so as to stimulate student learning motivation.

BIBLIOGRAPHY

- Bearman, M., Lambert, S., Donnell, M. O., Bearman, M., Lambert, S., Donnell, M. O., Bearman, M., Lambert, S., & Donnell, M. O. (2020). How a centralised approach to learning design influences students : a mixed methods study students : a mixed methods study. *Higher Education Research & Development*, 0(0), 1-14.
<https://doi.org/10.1080/07294360.2020.1792849>
- Fransiska, F., & Elmubarok, Z. (2015). The effectiveness of the reading guide method on the Arabic reading skills of class Xi Social Studies Man Demak students. *Lisanul' Arabic: Journal of Arabic Learning and Teaching*, 4(1). <https://doi.org/10.15294/la.v4i1.7634>
- Maryani, N., Ichsan, M., & Khairunnisa, K. (2017). The significance of the Guide Reading method on student learning motivation in the theory of reading aloud. *Didactic Tauhidi: Journal of Primary School Teacher Education*, 4(2), 126.
<https://doi.org/10.30997/dt.v4i2.924>
- Nugraha, D. Y., & Nugraha, D. (2021). *The Correlation between Learning Motivation and Learning Outcomes on*. 6(1), 157-166.
- Zubaidah, S. (2016). 21st century skills: skills taught through learning. *National Seminar on Education with the theme "Strategic Issues of 21st Century Mathematics and Natural Sciences Learning, December*, 1-17.