

## **THE EFFECT OF PAKEM METHODS AND LEARNING MOTIVATION TOWARDS EIGHT GRADE STUDENT'S LEARNING OUTCOMES ON IPS at SMP PGRI 2 MUNCAR BANYUWANGI**

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### Abstrak:

the latest breakthrough in learning methods that can increase student motivation to return to learning. The active role of students is very important in the framework of forming a creative generation that is able to produce something that interests themselves and others. PAKEM in the learning process is able to increase motivation and learning outcomes This research is a causal quantitative research that wants to know the application of the PAKEM learning method and its motivating effect on learning outcomes. The population of SMP PGRI 2 Muncar Banyuwangi students is 30 students. Questionnaire data collection tool, test, interview, observation. The degree of validity and reliability of the tool with validity and reliability tests: 1. Test the hypothesis with regression analysis, F test,. The results showed that: 1) sig. from the PAKEM learning variable on student learning outcomes 0.000 sig conclusion,> 0.000, because 0.05, this means that PAKEM has a significant effect on student learning outcomes. 2) sig. the value of learning motivation has a significant effect on student learning outcomes. 3) The output of the regression analysis is obtained Fcount 29,142 with a sig of 0.000, because it is 0.05. So there is an interaction between the influence of the PAKEM method and paying attention to learning motivation to achieve better learning results. PAKEM learning depicts active learning, students do a lot of activities. They use their brains to study ideas, solve problems and apply what they learn

Keywords: PAKEM Learning, Learning Motivation, Learning Outcomes

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### INTRODUCTION

Education is an effort to bridge the present and the future, related to the development of technology and information. Besides that, ". Education is a process that is able to make students actively develop their potential which is carried out consciously and meaningfully to empower individual potential and competence and become quality human beings that last a lifetime (Dahms, Spliid, & Nielsen, 2017).

Based on this definition, education in Indonesia must be able to prepare human

resources (HR) who are able to face the current era of globalization, decentralization, and the multidimensional crisis. For this reason, quality education must be a top priority for human resource development for the country (Arifin, 2010; Widodo, 2015) states that "Quality education is an educational process that is able to make students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and the state which is carried out consciously and meaningfully (Putu, Wardani, Japa, & Arini, 2016; Rachim, 2019)

in this regard, currently the quality of education in Indonesia is still relatively low compared to other countries in the world. As evidence, Indonesia is in 69th position out of 127 countries in the world based on data from the EFA Global Monitoring Report 2011: The Hidden Crisis, Armed Conflict and Education issued by UNESCO (Gibbons, Crawford, Crichton, & Fitzgerald, 2000) Judging from the data above, improvements should have been made from the lowest level, namely schools.

Learning is a process of interaction between teachers and students, students and students, as well as students and their environment" (Adiputra & Heryadi, 2021). That is, learning must involve all component interactions in learning. Likewise (Dimiyati & Mudjiono, 2009) state that "Learning will be meaningful if it involves students actively, both physically and mentally active".

Based on these statements, learning should foster an atmosphere in such a way that students actively ask questions, ask questions, and express ideas. Learning can also be viewed as an effort to create learning conditions that include materials, skills, social relations, types of activities, facilities, and their use in interactions. Therefore, the teacher should create a learning atmosphere that activates students physically and mentally, stimulates student creativity, and is able to create a happy atmosphere so that learning becomes more meaningful and can improve learning outcomes. (Outcom, 2022; Ülger, 2016)

PAKEM in the learning process must be practiced correctly. Broadly speaking, Amri and lif Khoiru (2010: 69) state that, the application of PAKEM in the learning process can be described as follows: (1) students are directly involved in various activities that develop their understanding and abilities with an emphasis on learning through practice, (2) teachers are required to use various tools and various ways to arouse enthusiasm, including using the environment as a learning resource to make learning interesting, fun, and suitable for students, (3) teachers must be able to organize classes with various variations such as displaying books and learning materials that are more interesting and provide learning tools, (4) the teacher applies more cooperative and interactive ways of teaching, including how to study groups in all situations, (5) the teacher encourages, provides motivation for students to find their own way of solving a problem, to express their ideas, and involve students in creating their school environment

PAKEM stands for Active, Creative, Effective and Enjoyable Learning the atmosphere is such that students actively ask questions, question and present ideas. Learning is indeed an active process of the learner in building his knowledge, not a passive process that only receives teacher lectures about knowledge. If learning does not provide opportunities for students to play an active role, then learning is contrary to

the nature of learning.

The active role of students is very important in the context of forming a creative generation that is able to produce something that interests themselves and others. Creative is also meant for the teacher to create a variety of learning activities so as to meet the various levels of student ability. Fun is a pleasant teaching and learning atmosphere so that students focus their full attention on learning so that their time on task is high.

**Definition of Motivation** Many experts provide definitions or understandings such as: Nasution S. Put forward "To motivate a child to arrange conditions so that the wants to do who he is capable of doing" (child/student motivation is to create conditions in such a way that the child willing to do what he can). According to motivation can be interpreted as a driving force that has become active. A similar opinion was expressed by Gagne (2013: 32), that motivation is a strength from within the nature of curiosity and investigative efforts.(Bell, 2010; Reigeluth, 2017; Ümit Demiral & Çepni, 2018)

The term motivation comes from the word motive which can be interpreted as the power contained within the individual that causes the individual to act/do. Motives cannot be directly observed but can be interpreted in their behavior, in the form of stimulation, encouragement or power generation for the emergence of a certain behavior.

- 1) Motives can be divided into three types, namely:
- 2) 1) Biogenetic motives, namely motives that originate from the organism's needs for the continuation of its life, such as hunger, thirst and so on.
- 3) 2) Sociological motives, namely motives that develop originate from the cultural environment in which the person is located. So this motif does not develop by itself, but is influenced by the local cultural environment.
- 4) 3) Theological motives, in this motif humans are as divine beings, so that there is interaction between humans and their God, such as their worship in everyday life, for example the desire to serve God Almighty, to realize the norms according to their religion.

#### METHOD

This research is a causal quantitative study that wants to know the effect of the PAKEM method and learning motivation on social studies learning outcomes for Grade VIII students of SMP PGRI 2 Muncar, Banyuwangi Regency. The sample is part of the population and is seen as representative of the population. One of the main requirements of a good sample is that it must contain the characteristics or characteristics found in the population.(Adiputra & Heryadi, 2021; Prayogi, Yuanita, & Wasis, 2018)

According to Sugiyono, (Sugiyono, 2014) Population is a generalized area consisting of objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. It can be concluded that the sample is a number of individuals whose number is less than the total population.

Suharsini, Arikunto (Arikunto, 2011) states that for reference if the subject is less than 100, it is better to take all of them so that the research is a population study, more dependent on; a) the ability of researchers in terms of time, manpower and funds, b) the narrow area of observation of each subject, because this involves a lot or at least data c) the size of the risks borne by researchers.

The sample is part or representative of the population to be studied. In this study, there were 30 students in class VIII of SMP PGRI 2 Muncar, Banyuwangi Regency. Determining which class research respondents were selected as research subjects used a purposive sampling area technique, namely a sampling technique for data sources with certain considerations, (Sugiyono, 2014).

The reason for using a purposive sampling technique is because not all samples have criteria that match the phenomenon under study. Therefore the authors chose this technique, which sets out the considerations that must be met by the samples used in this study.

In order to avoid a discussion that has no end because of the lack of firmness in giving boundaries on these problems as well so that the results of this research are timely and on target, so that the discussion of a problem finds the results we expect.

a) RESULTS AND DISCUSSION

- b) In this study, the respondents were class VIII students of SMP PGRI 2 Muncar, Sumbersewu Village, Muncar District, Banyuwangi Regency, totaling 30 students. Determining which class research respondents were selected as research subjects used a purposive sampling technique. Thus the number of students from class VIII is 30 students.
- c) Testing the first hypothesis on students' cognitive learning outcomes obtained a significance value of 0.029. Based on the test decision,  $H_0$  is rejected on cognitive outcomes. This means that there is an effect of the application of PAKEM learning on students' cognitive learning outcomes. The mean scores for the cognitive outcomes of students using the PAKEM learning model were 57.50 and 64.80 respectively, while the standard deviation values were 12.72 and 12.31 respectively. The results show that the average cognitive outcomes of students using PAKEM learning are better.
- d) This is in line with research conducted by Siti Rofikho (2011) with the title "The Effect of PAKEM Learning and Critical Thinking Ability on Mathematics Learning Outcomes for Class VII Students of SMP Negeri Cirebon Regency." The conclusion from this study shows that PAKEM learning significantly influences learning outcomes as found in research conducted by researchers. The next research was conducted by Sunarto in 2008, The Effect of the PAKEM Approach and the Conventional Approach on Students' Learning Independence in View of Learning Motivation.
- e) The results of this study can be understood because PAKEM learning is done in the following ways (Darmawan & Sujoko, 2013):
  - f) a) Students are involved in various activities that develop their understanding and abilities with an emphasis on learning through doing.
  - g) b) The teacher uses various tools and various ways to arouse enthusiasm, including using the environment as a learning resource to make learning interesting, fun and suitable for students.
  - h) c) The teacher organizes the class by displaying books and learning materials that are more interesting and provides a "reading corner".
  - i) d) The teacher applies a more cooperative and interactive way of teaching, including group study methods.

- j) e) The teacher encourages students to find their own way of solving problems, to express their ideas and involve students in creating their school environment.

With the stages of learning activities being clear at the student level and the teacher's planned role in a syntax that leads to scientific activities, it is therefore very logical that there is an influence of PAKEM on social studies learning outcomes for class VIII students of SMP PGRI 2 Muncar, Banyuwangi Regency.

Testing the second hypothesis on students' cognitive learning outcomes obtained a p value of 0.042. Based on the test decision, H<sub>0</sub> is rejected on cognitive results. This means that there is an influence of students who have high and low learning motivation on cognitive learning outcomes while the average value of cognitive outcomes of students who are motivated respectively is 64.13 and 57.93 and the standard deviation values are respectively 12.58 and 12, 77.

In these results it can be seen that the average value of the cognitive results of students who have high learning motivation is better than students who have low abilities. This is in accordance with the initial hypothesis which states that the cognitive learning outcomes of students who have high learning motivation are better than students who have low learning motivation.

These results can be understood clearly because motivation to learn is one of the internal factors that support these achievements. As research conducted by Setyowati (2007) with the title "The Influence of Learning Motivation on Learning Outcomes of Class VII Students of SMPN 13 Semarang".

The results of this study indicate that there is a significant influence of learning motivation on learning outcomes. At least the results of this study provide reinforcement that learning motivation is very significant in influencing learning outcomes as the findings of this study.(Seifert et al., 2008)

Learning motivation will encourage a student to learn so that it will support his learning achievements. So that it can be said that learning can only occur if the students themselves are motivated to learn, if formulated in general, we can confirm our view as a principle. The learning process requires motivation, without motivation the learning process does not occur (Winarso & Dewi, 2017). Learning activities that are only motivated by factors other than motivation to learn from within students, for example because others are forced, the results will not be effective.

According to the observations of researchers during the study, students with high learning motivation will also have a high impact on the effectiveness of their learning. Meanwhile, students who have low learning motivation seem to only study and participate in teaching and learning activities so that their learning outcomes are low compared to students with high learning motivation.

Based on the explanation of learning motivation's effect on learning outcomes including relevant previous research results, the conclusion based on the hypothesis test is that there is an effect of learning motivation on social studies learning outcomes for SMP PGRI 2 Muncar Banyuwangi Regency has been answered and is no longer disputed.

Testing the third hypothesis on students' cognitive learning outcomes obtained a p value of 0.042. Based on the test decision, H<sub>0</sub> is rejected on cognitive results. This means that there is a significant joint effect between the PAKEM learning model and learning motivation on learning outcomes.

This means that students who have high and low learning motivation who are given the PAKEM learning model give significantly different learning outcomes. Students who use the PAKEM learning model have an average cognitive result on high learning motivation of 61.06 and 67.00 respectively, while those with low learning motivation are 55.46 and 62.28.

The results of this interaction occur because each variable makes an equally strong contribution. In PAKEM learning, it describes active learning, students do a lot of activities. They use their brains to study ideas, solve problems and apply what they learn.

Active learning is learning fast, having fun, being passionate, and being personally involved. To learn something well, you must hear, see, answer questions, and discuss with others. All of that is needed by students to carry out activities by describing themselves, giving examples, trying skills, and carrying out tasks according to the knowledge they already have (Li, 2020).

With the atmosphere and psychological conditions as mentioned above, students will automatically be motivated and motivated to learn. Thus automatically students will be motivated and motivated to learn.

Thus, the third hypothesis is answered, namely the joint influence of PAKEM and learning motivation on the learning outcomes of class VIII students of SMP PGRI 2 Muncar, Banyuwangi Regency, odd semester of the 2020/2021 academic year.

## CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

### Conclusion

Based on the results of data analysis and discussion in the previous chapter, this study resulted in the following conclusions:

1. There is an effect of the PAKEM method on social studies learning outcomes for Grade VIII students of SMP PGRI 2 Muncar, Banyuwangi Regency.
2. There is an influence of Learning Motivation on Social Studies Learning Outcomes of class VIII students of SMP PGRI 2 Muncar, Banyuwangi Regency.
3. There is a joint effect of the PAKEM Method and Learning Motivation on Social Studies Learning Outcomes for Grade VIII students of SMP PGRI 2 Muncar, Banyuwangi Regency

### conclusion

From the conclusions of the research above, the theoretical and practical implications can be stated as follows:

#### 1. Theoretical Implications:

- a) The application of PAKEM learning is a good and appropriate alternative model when applied to learning activities, especially social studies subjects.
- b) Learning motivation is one of the student's internal factors that influence student learning outcomes. Teachers should know each student's learning motivation so that there is special attention for students who have low learning motivation and there are efforts to develop student learning motivation.

## 2. Practical Implications:

- a) Teachers can apply PAKEM learning in social studies education lessons in order to get good learning outcomes.
- b) To teach social studies subjects it is better to pay attention to learning motivation, because those with high learning motivation will get better learning results than students with low learning motivation.

## Suggestion

### 1. Suggestions for Educators:

- a) The application of PAKEM learning requires good preparation so that learning can proceed as planned. Educators must be able to ensure that all stages of learning are passed by students properly so that no stages are missed.
- b) Student motivation needs to be considered because by paying attention to these factors the teacher can determine the appropriate learning model so that students can produce better results.

### 2. Suggestions for future researchers:

- a) Researchers must understand the characteristics of the material and the characteristics of students before applying the learning model.
- b) This learning model can be used for similar researchers by taking into account the characteristics of the appropriate subject matter.

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