

# Increase Student Motivation In Learning Civic Education

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Learning motivation is a very important factor for students. Learning motivation is one of the crucial factors in the success of the teaching and learning process in the classroom. When motivation is low, students will not be able to receive material to the maximum. Low student motivation often occurs in citizenship learning. The study was conducted using qualitative research methods and descriptive research forms. Data collection used are direct communication, direct observation, and documentation study techniques. Where the instruments used are observation sheets and interview sheets. The results of this study indicate that student motivation in the learning process of Citizenship Education is still in the low category. Measurement of student motivation is based on their activities, starting from the graduation level, student response, and student attendance. For graduation, they are only at a percentage of 59% and this is categorized as low. For the assessment of student responses obtained a percentage value of 50% and included in the low category. And for the assessment of student attendance obtained a percentage value of 96% and can be categorized very high. Thus it can be concluded that the motivation of students in following the citizenship education learning process is still low.

**Keywords** : *Classroom Learning, Student Motivation, Citizenship Education*

## Introduction

Since the issuance of Law of the Republic of Indonesia Number 20 Year 2003 concerning the National Education System, it has become an obligation for schools to be able to improve the quality of learning of students so that it can be implemented well. To cloud the implementation, management is needed or methods that are used with refreshing methods so that students can get refreshment in the learning process at school. Efforts to use methods in schools can be a separate motivation for students to take lessons in school. Student motivation in learning greatly influences students' intention to follow the learning process, including in the learning process of citizenship education. Motivation is a change in a person that is marked by the existence of "feelings" and begins with the response to achieve goals (Sardiman, 2014). Learning motivation is a process that is able to encourage directing, learning, and persistence in attitude and action (Suprijono, 2009). That is, motivated behavior is a behavior that is full of energy, directed and durable, or can also be defined as a driving force that results in someone willing and willing to move the ability, energy and time in order to achieve goals (Cogan, 1999; Dill, 2012; Hater, 2004; Budiman, 2010). Motivation is also an era in relation to feelings and behavior. Motivation is an urge that arises in a person consciously to take an action with a

specific purpose (Gerzon, 2010; Wolfensberger & Canella, 2015). Based on this understanding, an increase in motivation in learning will be very necessary for students and schools to be able to create an academic atmosphere in the school environment. However, the problem of increasing learning motivation is not easy. Certain skills are needed so that students can be motivated in learning activities in class.

The results of a survey conducted at several junior high schools in Sintang, Indonesia, showed weak student motivation. The problem of weak student motivation during the citizenship education learning process can be immediately seen at the time of the first survey. The attitudes shown are such as the lack of active students if given questions, students are busy talking with friends when the teacher is explaining, and students are cool to do other subject assignments. Second, when students are given discussion activities, they appear to be less responsive to what has been explained and directed by the teacher so students always ask the teacher to explain repeatedly. Third, when given problems or problems that must be addressed, students are very difficult in giving their opinions to solve these problems because they do not pay attention to what is explained by the teacher. Because of these conditions, it is not surprising that there are many students who do not get good grades in doing daily tests or midterm tests.

Therefore, the existence of motivation is an important factor in learning and teaching activities. With motivation, student enthusiasm for learning becomes motivated and motivated to be better in accordance with what is desired by students can be accepted in accordance with educational goals (Downer & Pianta, 2006; Budiman, 2010). Based on these considerations, it is necessary to analyze the analysis of student learning in the learning process in the field of Citizenship Education. In addition, the thing that is no less important that must be learned is to instill enthusiasm in students from the beginning. Because motivation is one of the factors supporting the success of the learning process. Then the motivation of students in Citizenship Education learning activities requires special attention.

Motivation in the learning process of students must receive careful attention in order to obtain methods that can arouse students' interest to participate in the Citizenship Education learning process. In the learning process of Citizenship Education it was observed that there were still many obstacles faced by students and teachers, including subject teachers who were still experiencing difficulties in activating students to be directly involved in the process of extracting and studying subject matter. In addition, there are also some students who view the subject of Civics Education as a conceptual and theoretical subject. As a result, when students take up Citizenship Education learning, they feel mediocre and don't consider the subject matter important. The effects of these feelings, the students are often busy talking to themselves with their friends, sleepy and even fall asleep during the learning process.

### **Research Method**

The method used in this study is a qualitative research method with an analytic description approach. The qualitative method with a descriptive approach is seen as suitable for explaining the reality that occurs in the learning process. In this study, researchers used a descriptive qualitative form of research. Qualitative research is conducted to study and understand a phenomenon from the perspective or perspective of participants (Sukamadita, 2009). In this study, the participants involved were teachers and students. Participants are people who are observed, interviewed, asked to provide their opinions, data, thoughts and perceptions (Arikunto, 2010).

In addition, researchers are also required to be able to choose the form of research to be conducted. Thus, the data obtained will be more in-depth and comprehensive so that the

research objectives will be achieved. In this case, descriptive research is preferred. Descriptive research is one form of research conducted with the aim to describe the phenomena that exist, both man-made phenomena and phenomena that occur naturally (Sukmadinata, 2009; Arikunto, 2010). Phenomena can be in the form of activities, forms, changes, characteristics, relationships, differences, and similarities between one phenomenon and another. From this explanation it can be concluded that descriptive research is a form of research that shows natural and man-made phenomena.

## **Results and Discussion**

### ***Motivation to learn***

Learning motivation is a drive or desire internally and externally from students who are interested in learning activities to be able to make changes in behavior, both in general with some indicators or supporting elements (Hamzah, 2011; Althof and Berkowitz, 2006). This has a big role in one's success in learning. Someone who has no motivation in learning, will not be possible to carry out learning activities (Fathurohman and Sutikno, 2009; Uno, 2011). Learning motivation is a driving force that comes from within a person to be able to carry out learning activities with the aim of increasing knowledge, skills and experience (Iskandar, 2011; Anderson, 2000). With a diligent effort based on that motivation, someone who learns it can give birth to good achievements. Intensity) a student's motivation will determine the level of achievement of his learning achievement.

Motivation to learn can also arise due to intrinsic factors, namely in the form of a desire for success, a sense of need for the learning process, and hope to achieve goals (Riebe, Roepen, Santarelli, & Marchioro, 2010; Berkowitz, and Hoppe, 2009) . Whereas extrinsic factors are a supportive and conducive learning environment, recognition and appreciation, and the application of an interesting learning process. But it must be remembered, all of these factors are caused by stimulation, so that someone wants to do more active and enthusiastic learning activities.

### ***Learning process***

Learning is a process of teaching and learning activities that also play a role in determining the success of student learning. In the learning process, there will be a reciprocal activity between the teacher and students to lead to better goals (Annurrahman, 2014; Uno, 2011; Pupuh, Fathurrohman, and Sutikno, 2009). The requirements for implementing the learning process include things such as provisions regarding group learning, the minimum workload of teachers, textbooks, and class management (Winarno, 2013; Cooley, 2008). Learning implementation activities include introductory, core and concluding activities (Richman, Miller, and LeVine, 1992; Iskandar, 2011; Riebe, Roepen, Santarelli, & Marchioro, 2010). It can be concluded that in the learning process, self-introduction or self-personality is very important in self-empowerment efforts.

### ***Civic education***

Citizenship Education is an educational program that emphasizes the formation of citizens in order to carry out their rights and obligations, as stated in the Minister of National Education Regulation No. 22 of 2006. Citizenship Education is a democratic education that aims to prepare people to think critically and act through instilling an awareness that democracy is a form of life that guarantees community rights (Oldershaw, 2002; Zahabioun, Yousefy,

Yarmohammadian & Keshtiaray, 2013). Citizenship education is carried out with activities that involve experiences related to real life such as life in the family and community (Waters, 1995; Zorlu & Zorlu, 2015; Boerger, 2011). Based on some of the above understanding it can be concluded that Citizenship Education is a subject that focuses on the formation of citizens. In learning in schools, learning Citizenship Education can be associated with everyday life.

### ***Citizenship Education Learning Process in Junior High Schools***

Based on the results of research on student activities, obtained data that the development of student activities increased only slightly in the Citizenship Education learning activities. This can be seen at the first meeting, where the passing rate of students reaches a percentage of 55%, then at the second meeting rises to 63%. If the average value of the two values is calculated, a percentage of graduation will be obtained by 59%. Of course the percentage value of graduation is still included in the low category.

In assessing student responses, the results of the assessment at the first meeting had a low value with a percentage of 52%. In the second meeting it actually became more degenerate compared to the first meeting, which was a percentage of 49%. Even their average score is only 50% which can be categorized as low. This is much influenced by the number of students who do not respond when the material is delivered by the teacher, both playing in the classroom and some sleeping in the classroom.

In addition, the results of assessing student attendance at the first meeting were very high, with a percentage of attendance of 96%. Likewise, at the second meeting the category of attendance was included in the very high category at 96%. If the average is calculated based on the percentage assessment at the first and second meetings, the average percentage value is 96% and can be categorized as very high.

### ***Student Learning Motivation in the Learning Process***

From the intrinsic factor that researchers observed, student activity is based on a strong intention to pursue goals so they prepare lesson schedules. However, it can be said that 30% of the calculation results are because there are still some students who are lazy in learning and not disciplined in learning. This can be seen from the process of them doing the tasks that not all do. While extrinsically due to the support of parents, teachers and the environment it can provide motivation to students' self to study hard. If that support is not given, then the student becomes lazy in learning.

Intrinsically, high student responses are largely influenced by great curiosity and assume that how important the subject of Civic Education is that students show a great response. But extrinsically the effect of high or low response is greater influenced by the learning environment, both friends, teachers and parents. The effect of the low response of students is more because the student is lazy in exploring knowledge and likes to play in the classroom when the teacher presents the material.

In assessing student attendance, intrinsic factors that influence the level of student attendance are influenced by the student's personal self that is a sense of enthusiasm in studying. But externally because of fear if school does not attend, because if they do not go to school they will be scolded by parents and teachers at school, and miss lessons and can also affect their report card grades. Even if the attendance of students is bad due to frequent absences (not entering without a permit) then they can not move up the class.

### ***Factors that Influence Learning Motivation***

There are two types of things that can give encouragement to someone to try to achieve satisfaction and keep away from dissatisfaction. These two factors are called hygiene factors (extrinsic factors) and driving factors (intrinsic factors) (Canto, Fathurrohman, and Sutikno, 2009; Taraban, Rynearson, & Kerr, 2000). Hygiene factors motivate someone to come out of dissatisfaction, including relationships between humans, rewards, environmental conditions, and so on (extrinsic factors), while motivating factors are motivating someone trying to achieve satisfaction which includes achievement, recognition, progress in life level (intrinsic factor).

Of the observed values, namely the average value of 59% student activity, the average value of student responses 50%, and the average value of student attendance of 96%. If added together, that is, with an average value of 59%. Can be categorized as student motivation in the learning process of citizenship education in junior high school is included in the low category.

### **Conclusion**

Based on the results of research and discussion, it can be concluded in general that the analysis of student motivation in the learning process of Citizenship Education is in the low category. This can be seen from their activities when the learning process is ongoing. They tend to be preoccupied with their own activities, such as chatting, sleepy, doing other tasks, even to sleep. This certainly needs to be the spotlight for teachers in trying to innovate in the learning process.

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