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Increasing Students' Learning Motivation in Sociology Subjects Through Word Guess Type Cooperative Learning Methods

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Abstract

This study aims to increase students' learning motivation by using the charades learning model, by using observation and documentation methods to obtain data, the research subjects were students of class XI IPS 3 SMA Negeri 1 Barru as many as 33 students consisting of 14 male students and 19 female students, academic year 2022/2023 even semester in the sociology subject the subject of integration and reintegration as an effort to solve social problems. The results of this study indicate that in cycle 1 the level of student learning motivation has reached the indicator of learning motivation, namely 50.4% which is obtained based on the results of observation of student activities, and the results of observation of teacher activities in applying the guessing learning model is also included in the sufficient category of 30.8%. . However, the level of motivation in cycle one is still considered lacking by the researcher because the level of activity is equivalent to the usual level, such as the student's response to the instructions given is not yet maximal and the student is still too rigid with class conditions during the research, therefore the researcher will continue the research in the second cycle. II with some changes from the previous cycle in order to increase motivation in cycle II. The results of the second cycle showed an increase in students, based on the observation sheet of student activities, the percentage of student motivation was obtained, namely 76.48% which indicated that it was in the very active category, as well as the teacher's activities in applying the guessing learning model which also entered the very good category, namely 45.8%. Based on the results obtained in cycle II, it can be concluded that the classroom action research using the charades model conducted in class XI IPS 3 SMA Negeri 1 Barru was declared successful.

Keywords: Keywords: Motivation to learn, Guess Word Type Learning Model/

Introduction

In the learning process, teacher dominance can cause students to tend to be passive. The application of this traditional pattern results in low motivation and student learning activity in a learning process that is less active and monotonous. Therefore, learning in every subject at school needs innovation that can increase student motivation and learning activities so that students are more enthusiastic and enthusiastic in participating in learning, including learning Sociology. Sociology subjects are one of the important subjects for high school students because Sociology subjects study various events related to social life, social change, social interactions and relationships between humans, as well as human behavior to realize commendable and moral attitudes, as stated in the sociology learning objectives. One of them is increasing students' knowledge about how social actions and processes are carried out, to educate them to always obey norms and not engage in deviant behavior. Therefore, sociology learning should receive more attention by teachers. However, in reality, sociology learning in schools does not yet emphasize the active role of students, most of the sociology learning that occurs in schools still refers to traditional learning patterns which are dominated by teachers. Teachers who play a more active role and minimize student involvement.

Based on observations made by researchers at SMAN 1 Barru class XI IPS 3, the learning methods used by teachers have not been able to increase students' learning motivation. Conditions like this will not develop aspects of students' abilities and activities as expected. Learning delivered by teachers using the lecture method without interspersed with other methods will result in student behavior that tends to be silent, not active in asking or answering questions. In the middle of the direct teaching and learning activities, the students seemed to be starting to get bored with the lesson. This is proven by the condition of the students who are busy alone, not paying attention to the teacher, the students are busy playing on their cellphones, apart from that there are several students who put their heads on the table. Even though sociology learning in class XI IPS 3 is in the first hour, namely at 07.30 WITA. With a learning situation like that, it is clear that students' learning motivation is low.

To overcome this, there are various learning methods and innovations that can be applied in schools to further motivate and activate students in the learning process, one of which is the word charades learning method. Guessing the word is a method that can be applied in the classroom in general and can be applied to sociology learning in particular. Basically, this method is a learning method that is fun, interesting and is a method that can activate students with a few games or games that can reduce students' feelings of boredom. So that sociology learning can be carried out in a pleasant situation. Besides being fun, the word guessing method can train students to collaborate with other students, it can also be used to find out how far students are able to remember.

Research Method

Study This is study action class Which often called as *Classroom Action Research*. Study action class own role Which very important And strategic For increase quality learning if in implement it well and Correct. According to E. Mulyasa (2009: 10), Class Action Research can interpreted as action research (*action research*) Which done with objective For repair quality process And results Study group participant educate. This research was conducted in class XI IPS 3 SMAN 1 Barru which is located at Jl. Jendral Sudirman, Sumpang Binangae, District. Barru, Barru Regency, South Sulawesi. The implementation will be carried out in the even semester, namely from February to May 2023.

Subjects in this research is a class XI IPS 3 student at SMAN 1 Barru in sociology subjects. Selection of this subject based on interview with Teacher And observation that on moment process learning taking place class XI Which amount 33 student This own low learning motivation. Matter the can showed in form crowd student, often No notice Teacher, Busy Alone with play pen, And exists a number of student Which put his head in on table.

This research consists of two action cycles. This research is a class action, namely planning recycling research. This refers to the opinion (Suharsimi, 2007: 16) that "classroom action research consists of four components, namely: 1) planning 2) action 3) observation 4) evaluation and 5) reflection.

Results and Discussion

Results

This research uses the classroom action research (PTK) method where the researcher collaborates with the class teacher. The data obtained in this Classroom Action Research is data about the teacher's ability to carry out learning using a cooperative model of guessing words techniques and student learning motivation. This data was obtained from observations using observation sheets consisting of teacher observation sheets and student observation sheets. This data is taken at each class action research cycle. Before conducting cycle 1 research, the researcher first conducted initial observations (*Base Line*) to see students' learning motivation before implementing the cooperative model of word guessing techniques. The initial observation was carried out on Wednesday, February 22 2023, at 07.30-09.00 WITA in class XI IPS 3 at SMAN 1 Barru, Barru Regency. From these initial observations, data was obtained that the percentage of student learning motivation was 35.54%. After conducting initial observations, cycle 1 research was carried out.

Observation results or data obtained in cycle I is on activity learning model guess say Which done by Teacher class. Still there is a number of weakness that is When give apperception And motivation Teacher not enough flexible in convey it so that not enough interesting students' attention. When the learning process takes place Teacher lack of control class be marked with many student who wanders around aimlessly, chatting with his classmates And etc. Mastery material become Wrong One factor reason Teacher not enough control class so that learning become not enough active. Then when each student already paired and should come forward to start guessing game, students are busy asking questions and running around here, screaming so that throw away Lots time And bother learning process.

Based on reflection cycle I This Still there is lack, so revisions need to be made to it next cycle. Action which will be carried out in cycle II that is :

- a) Teacher must more active moment open O'clock lesson
- b) Teacher must more flexible And creative Again moment give motivation reinforcement when want to study
- c) The teacher reviews the previous material especially about example integration which There is in society
- d) Teachers must be smarter in controlling classroom conditions and student. When students start to get noisy, the teacher should be able to withdraw students' attention such as clapping or singing together The same.
- e) Give explanation No too fast so that easy understandable student.

- f) Changing the way of teaching from classical to pairs, Then ask each group to follow the teacher's instructions in direct students to more active in the process learning using models guess the word .
- g) Time answer question in game guess say must match the duration given by the teacher so that everyone student can move forward alternate.
- h) Teachers can provide added value to student Which active in Study so that student encouraged his enthusiasm in Study.
- i) For overcome student Which Not yet believe self in ask or express an opinion, the teacher must provoke with questions so that students dare to ask or answer question.

According to Noermanzah (2018:172) explains that teachers have an important role in creating varied, innovative, effective and enjoyable learning so that they can increase learning motivation and ultimately the learning goals will be achieved.

From the results of observations by observers in cycle II activities . In get it results that learning with use model guess say, learning Already more Good compared to with cycle I, so it can be concluded . 1) Teacher Already more active when open O'clock lesson . 2) Teacher more flexible And creative moment give motivation strengthening when want to Study so that student more enthusiastic to study . 3) Teacher Already Enough control material learning . 4) Teacher capable conditioning students more conducive . 5) Students more value time . 5) Students enthusiastic moment do pat hands and sing . 6) The teacher uses *rewards* (rewards) to students who can answer question Which given Teacher so that student more active and motivated by his enthusiasm for learning. 7) There is an increase in student learning motivation in the aspects of understanding, mention And explain Which has fulfil target so that No need Again carry out cycle furthermore.

Discussion

Based on results study Which obtained after implementation learning, it can be seen that research results have increased from cycle I to cycle II. Results observation to activity Teacher with using The word guessing model produces data that the teacher has implemented everything aspect Which observed, although Still There is a number of aspect Which Not yet maximum done. For more clear enhancement activity educator in Sociology learning using the student guessing model class XI IPS 3 SMAN 1 Barru , is known that activity educator experience enhancement every the cycle. Percentage average activity teachers in cycle I were 54.17 % with sufficient criteria . Then on cycle I'm up to cycle II experienced an increase of 22 % , become 76 , 4 8% with Good criteria. Likewise, the increase in student learning motivation increases every cycle. The average presentation for cycle 1 was 54.17% with good criteria. Then in cycle II there was an increase of 76.48%. Learning by applying the word charades method in class learning.

This learning process results in learning activities in class XI IPS 3 having an effect on students' learning motivation. In class Where students are able to increase their self-confidence if they are ordered to come forward and speak in front of the class. So, no one in the class during the learning process is completely silent because each student is given the opportunity to come forward and speak in front of the class to convey the material being taught. Thus, this learning method can increase students' learning motivation. The guessing word learning model provides the role of the teacher in training students to continue to find

many words that match the words on the cards after getting instructions from other friends (Said & Budimanjaya, 2015: 68). By providing more reinforcement in the form of rewards in verbal and kinetic form when finding words, students will be more motivated to learn.

This is in line with research conducted by Wahyun, et al. (2014) that after using the word guessing method, students' learning outcomes improved to be better than before. Likewise, research conducted by Iswatin (2011) shows that the word guessing method can improve students' reading abilities. Hasanah (2014) also found in her research that the word guessing method was able to improve the speaking abilities of students in the elementary school sample in her research. The results of this research show that the Guess the Word learning method is proven to be able to increase student motivation and learning activities which have an influence on student learning outcomes. So the implication is that teachers are encouraged to apply the Guess the Word learning method in teaching and learning activities in the classroom. This means that the Guess the Word method can motivate students to always be enthusiastic about learning. This is because a stable personal condition during learning will have a good impact on students (Maisarah, et al., 2018).

Conclusion

From the results of the research and discussion that have been described, it is concluded that the Guess the Word learning method is applied well in the Sociology subject for class XI IPS 3 at SMAN 1 Barru. The results of this research show that the Guess the Word learning method is proven to be able to increase student learning motivation which has an influence on student learning outcomes. So the implication is that teachers are advised to apply the Guess the Word learning method in teaching and learning activities in the classroom.

Advice

Teachers can apply the Guess the Word learning method in the classroom learning process as an effort to increase students' learning motivation. In implementing the Guess the Word learning method, teachers should form students into groups, hold competitions between groups, and give rewards, for example giving additional marks, praise and giving prizes to groups that can win the competition, so that the learning atmosphere is more active and fun.

With this research, it is hoped that students will be able to increase their motivation to learn. It is best for students to really understand the material before using the Guess the Word learning method.

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