

**IMPLEMENTATION OF THE TRUE OR FALSE COLLABORATION SMALL GROUP
DISCUSSION STRATEGY TO INCREASE LEARNING MOTIVATION IN THE
PANCASILA EDUCATION LEARNING
PROCESS AND CITIZENSHIP IN CLASS VII SMP
MUHAMMADIYAH GONDANGREJO
ACADEMIC YEAR 2022/2023**

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Abstract

This study aims to increase students' learning motivation by implementing the Small Group Discussion strategy of True or False collaboration in the learning process of Pancasila and Citizenship Education in class VII Muhammadiyah Gondangrejo Middle School in the 2022/2023 academic year. Students' learning motivation in the learning process of Pancasila and Citizenship Education before being given action is still relatively low. The solution offered in this research is through the implementation of the True or False collaboration Small Group Discussion strategy. The subject of the implementation of the action was class VII students of SMP Muhammadiyah Gondangrejo, totaling 25 students. The action is carried out in two cycles, each of which has four stages, namely planning, implementation, observation and reflection by applying flow model data analysis. Data collection techniques using observation and interviews. The performance indicator of this Classroom Action Research is the implementation of Small Group Discussion True or False collaboration which is expected to increase learning motivation in the learning process of Pancasila and Citizenship Education in class VII Muhammadiyah Gondangrejo Middle School at least 80% of 25 students. The achievement of this indicator is strengthened by the acquisition of indicators of student learning motivation. These indicators, namely the desire and desire to succeed, the encouragement and need in learning, the hopes or aspirations of the future, the appreciation in learning, the existence of interesting activities in learning, the existence of a conducive learning environment, thus enabling a student to learn. well.

Keywords: Learning Motivation, Small Group Discussion, True or False and Collaboration

Introduction

Education is a business process in developing themselves in each individual to be able to live and carry on life so that he becomes an educated person. Humans are educated to be useful people for the Nusa and the Nation. Based on Law Number 20 of 2003 concerning the National Education System Chapter 1 article 1, education is defined as follows:

Education is an effort that is carried out consciously and planned to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, build personality, self-control, intelligence, noble character, and skills needed by themselves, society, nation, and state (RI, 2003:1).

Learning motivation is someone who does learning activities because someone is pushing

him. Motivation is the basic driving force that encourages someone to learn. Someone who is interested in learning has not yet reached the level of motivation and has not shown real activity (Djamarah, 2002:119)

In the seventh grade Pancasila and Citizenship Education subjects at Muhammadiyah Gondangrejo Junior High School, there is a tendency that Pancasila and Citizenship Education subjects are less favored. Class VII consists of 25 students, there are only 10 students who have the motivation to learn, while the other 15 children do not have the motivation to learn. This can be seen from many students not paying attention to the material explained by the teacher, not doing assignments, talking to fellow friends, and tending to be passive in the learning process. Teachers of Pancasila and Citizenship Education subjects have made various efforts to overcome these problems, namely by conducting questions and answers, discussions, lectures and carrying out assignments, besides that the teacher also approaches outside class hours so that students can be closer to the teacher.

The low learning motivation of students will indirectly affect the achievement of the educational goals set, therefore it is necessary to take classroom actions that can increase student learning motivation during the learning process. The alternative solution offered is through the implementation of the True or False collaborative Small Group Discussion strategy. The application of these two strategies is expected to increase students' learning motivation in the learning process of Pancasila and Citizenship Education. Based on the description of the background of the problem above, it is considered quite important to conduct classroom action research on "The Implementation of True or False Collaborative Small Group Discussion Strategy can Increase Learning Motivation in the Learning Process of Pancasila and Citizenship Education in Grade VII Students of SMP Muhammadiyah Gondangrejo Academic Year 2022/ 2023".

This study aims to increase students' learning motivation through the implementation of the True or False Collaborative Small Group Discussion strategy in the learning process of Pancasila and Citizenship Education in seventh grade students of SMP Muhammadiyah

Gondangrejo for the academic year 2022/2023. Increased learning motivation has a positive impact on increasing attention, seriousness in learning, activeness, participation and learning outcomes in the Civics learning process.

Motivation is an impulse that arises from the existence of stimuli from within and from outside so that a person wishes to make changes in behavior and certain activities better than the previous situation (Uno, 2008:9). Based on the explanation, the indicators of learning motivation used in this study include: 1) the desire and desire to succeed, 2) the drive and need for learning, 3) the hope or ideals of the future, 4) the appreciation in learning, 5) the existence of interesting activities in learning, 6) the existence of a conducive learning environment, thus enabling a student to learn well.

Learning can simply be interpreted as an attempt to influence a person's emotions, intellectuals, and spirituals to want to learn at their own will. Small Group Discussion is a learning process by conducting small group discussions with the aim that students have problem solving skills related to the subject matter and problems faced in everyday life (Fathurrohman and Sulistyorini, 2012: 6). This strategy is a process of seeing two or more individuals who interact globally and face each other about certain goals or objectives through exchanging information, defending opinions and solving problems. The steps for implementing the Small Group Discussion strategy include: 1) divide the class into small groups (maximum 5 students), 2) provide case study questions, 3) instruct each group to discuss the answers to these questions, 4) make sure each member participates actively.

Method

This study uses the classroom action research model presented by Kemmis and Mc Taggart. The Kemmis and MC Taggart model in a cycle consists of four components, including: (1) planning, (2) action, (3) observation, and (4) reflection (Arikunto, 2010: 135). The acceptance of this research action was that all seventh grade students of SMP Muhammadiyah Gondangrejo PPKn teachers collaborated with researchers to act as givers of action. The subject of this

research is to increase learning motivation through the implementation of the Small Group Discussion strategy of True or False collaboration in the Civics Education learning process in class VII SMP Muhammadiyah Gondangrejo Academic Year 2022/2023.

The data collection of this research used the method of observation, interviews and questionnaires were used to collect data on students' learning motivation. The data is then added up based on student scores, then interpreted in the form of qualitative sentences. The interpretations used for quantitative data into qualitative data are high learning motivation (strongly agree and agree) and low learning motivation (disagree and strongly disagree). The performance indicator in this study is an increase in student motivation in the learning process of Pancasila and Citizenship Education.

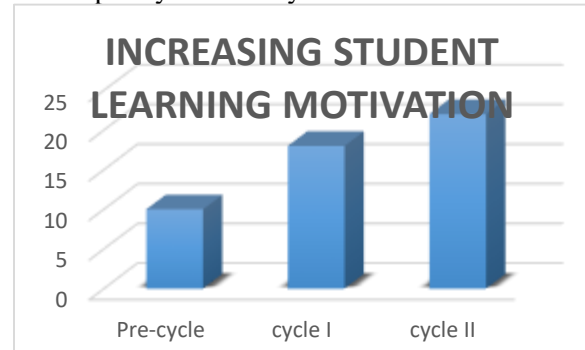
Through the implementation of the Small Group Discussion strategy of True or False collaboration in the learning process of Pancasila and Citizenship Education for class VII students of SMP Muhammadiyah Gondangrejo in the 2022/2023 academic year, students' learning motivation is expected to increase, at least 80% of the 25 students.

Results and Discussion

The results of the study show that learning with the implementation of the True or False collaboration Small Group Discussion strategy encourages students to focus on the learning delivered. Students' learning motivation increases, it can be seen from student participation and student activity in formulating and conveying opinions and arguments against statements from teachers and being able to present the results of discussions correctly, being active in responding to opinions from other groups.

Increasing students' motivation to learn can indirectly increase students' interest in participating in learning Pancasila and Citizenship Education. The graph of increasing learning motivation in Civics learning in seventh grade students of SMP Muhammadiyah Gondangrejo for the 2022/2023 academic year

from pre-cycle to cycle II is as follows.



Graphic Image of Increasing Student Learning Motivation in the Learning Process of Pancasila and Citizenship Education in the Classroom VII SMP Muhammadiyah Gondangrejo Academic Year 2022/2023 Precycle, Cycle I, Cycle II

Information:

1. Students who have motivation to learn in the pre-cycle are 10 children (40%) out of 25 students.
2. Students who have learning motivation in the first cycle are 18 children (72%) of 25 students.
3. Students who have learning motivation in cycle II are 22 children (88%) of 25 students.

The results of this study are in line with the study of Christiani (2014) proving that the implementation of the Small Group Discussion strategy can improve science learning outcomes in fifth grade students of SD Mujahidin 2 Surabaya. The implementation of the Small Group Discussion strategy resulted in an increase in learning outcomes from the first cycle of 62.96% and in the second cycle it increased to 81.48%.

The results of this study are in line with Wijaya (2015) showing that the application of the True or False strategy can improve motivation and science learning outcomes in fifth grade students of SDN Godog 02 Polokarto in the 2014/2015 academic year. This increase can be seen in the indicators, namely enthusiasm in learning has increased at the pre-cycle stage by 56.25%, the first cycle by 81.25%, and the second cycle by 87.50%. Tenacity in facing difficulties has increased in the pre-cycle stage by 43.75%, the first cycle by 75%, and the second cycle to 81.25%. Perseverance in doing the task has

increased in the pre-cycle stage by 50%, the first cycle by 81.25%, the second cycle to 87.50%. Happy in solving problems has increased in the pre-cycle stage by 50%, the first cycle by 68.25%, the second cycle to 75%. The learning outcomes of students who have reached the KKM have increased in the pre-cycle stage by 37.50%, the first cycle by 75%, then the second cycle to 87.50%.

Based on the results of the research above, it can be concluded that the application of the True or False collaboration Small Group Discussion strategy in the learning process can increase students' learning motivation in following lessons. The increase in students' learning motivation can be seen from the learning outcomes and student activity. This study tries to apply the Small Group Discussion strategy of True or False collaboration to increase learning motivation in the learning process of Pancasila and Citizenship Education in seventh grade students of SMP Muhammadiyah Gondangrejo in the 2022/2023 academic year.

Conclusion

The implementation of the Small Group Discussion strategy of True or False collaboration is able to increase student learning motivation, namely in the initial condition of students who have high learning motivation in Civics learning as many as 10 children (40%), then cycle I as many as 18 students (72%), then cycle II to 22 students (88%). The increase in student learning motivation in PPKn learning in class VII SMP Muhammadiyah Gondangrejo for the 2022/2023 school year can be seen from student participation and student activity in formulating and expressing opinions and arguments against statements from teachers and being able to present the results of discussions correctly, actively, in response to the opinions of other groups. This conclusion confirms that students' learning motivation will increase if they use the True or False collaboration Small Group Discussion strategy in the learning process of Pancasila and Citizenship Education. The results of this study can be used as input for teachers and prospective teachers if they want to increase students' learning motivation. One alternative that can be done is by implementing the Small

Group Discussion strategy of True or False collaboration.

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