

Approach Constructivism To Motivation Studying History of XI IPS Students at SMAN 2 Medan

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Abstract

Study This aim For know influence approach constructivism if implemented fully in the first class No apply similar approach, approach This linked with exists development motivation Study participant educate in eye lesson history in class XI SMAN 2 Medan. Background study This is exists hindering problems ongoing learning process teach in class, anyway problem That is participant educate No own high passion For finish assigned tasks, several among them behave No Spirit when learning ongoing, no there is curiosity to eye lesson to be studied, participants educate new Want to do matter if ordered or not own Good initiative, participant educate too depend to the teacher, no concentrate moment carry out learning, and having little enthusiasm in face challenge. Problem the refer to problem lack motivation Study student see indicators displayed by participants educate. Based on background behind problem that so researcher endeavor give possible approach facilitate development student Good in a way cognitive, affective and psychomotor that is use approach constructivism. Study This use approach quantitative with type study that is Classroom Action Research consisting of of two cycles, where cycle second done For finish cycle problems first one yet resolved or Not yet missed. Population in study This is all over class XI IPS SMAN 2 Medan year teachings 2024/2025 consisting of from eight class, and make it sample as much ie class XI IPS 1 had 38 participants educate. On every cycle held 2 meetings with 4 stages arranged ie planning, implementation action, observation, and reflection. From the results analysis and calculation of the data obtained that's it on stage before action / pre-action obtained mark complete classic low namely 45%. On learning through implementation approach constructivism has increase motivation learn history as seen from mark results Study students in the main discussion incident Proclamation Indonesian Independence in class XI at SMAN 2 Medan. This matter indicated by activity student in the learning process by researchers in cycle I, meeting 1 and meeting 2, was 60% and 63.3% and increased in cycle II, meeting 1 and meeting 2, namely amounting to 80.1% and 94.8% were in very good category. As well as teacher activities in the learning process experience increase, namely in cycle 1 amounted to 62.5% and 68.2% and increased in cycle II amounted to 80.7% and 94.3%. Improvement results Study can seen in cycle I, meeting 1 and meeting 2, completeness classical 45% and 55% with amount completed students individual. In cycle II, students complete 38 individuals each at meeting 1 and 38 people at meeting 2, with completeness classic 87% and 100%.

Keywords: Constructivism, Motivation Study, History



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INTRODUCTION

Education is the process of forming self-readiness both physically and mentally through the stages of maturation through learning and teaching activities aimed at providing readiness for oneself or children to face the future. Education is carried out in life consciously with planned effort and efforts as evidenced by a pleasant learning and learning atmosphere so that it can be accepted actively and positively by all recipients in the areas of religious strength, self control, intelligence in acting and thinking, development of abilities, noble morals and character as well as skills in society (Pristiwanti et al., 2022). Education is channeled through several

important activities that are able to change the mindset of individuals and study groups through teaching special and in-depth knowledge and wisdom, which is why education itself is an important element that must exist and be possessed by every human being.

Education is provided by education providers who have the right and obligation to educate the nation's children. In Indonesia, learning is an obligation and at the same time a right that every child must have, in order to be able to become a generation that can be relied on for the progress of the Indonesian nation. To achieve this goal, organizers need to ensure that the learning that takes place in the world of education is in a process that meets the ideal learning criteria. In the world of education, the largest and most dominating learning process is in schools. Teachers in every school must be able to guide their students to achieve educational goals that liberate and educate children according to their interests and talents. Full contribution from the school, one of which is a harmonious relationship between teachers and students is the key to successful learning, apart from that, having a conducive class will make learning achieve liberating learning goals.

The reality in the school field is that there are still several problems which ultimately result in learning problems and hinder the achievement of the intended learning objectives. Learning problems can arise due to several different things. In this research, the problem was found to be disharmony in the learning relationship between teachers and students due to a lack of approach. who are able to understand the needs and freedom of thinking of students, the application of models and media that are not appropriate, then the existence of monotonous learning is not able to build students' learning motivation. So that teachers or instructors in schools have to read more literature and conduct studies on solutions that can build students' learning motivation, one solution that can answer this is to take an appropriate approach, namely a constructivist approach that can facilitate students to express their opinions without forcing them to be or like something other than itself.

Through the constructivist approach the teacher will facilitate students to develop themselves as widely as possible with the guidance and limitations provided so that they are still in the realm of history lessons, the teacher guides students in expressing ideas and opinions regarding the material presented, namely the events of the proclamation of Indonesian independence which are studied and analyzed later in exploration through related learning resources that have been provided and mutually agreed upon. The learning opportunities given to students in this case are very large, they work in groups so that they will build higher learning motivation due to the exchange of ideas with peers.

According to (Karli and Yuliatiningsih, 2004) "The constructivist learning model is a view of the learning process which states that the learning process (acquisition of knowledge) begins with the occurrence of cognitive conflict which can only be overcome through self-knowledge and at the end of the learning process, knowledge will be built by children through their experiences as a result of interactions with their environment." This constructivist model places more emphasis on how students learn through social interaction, and in this model children discover concepts through investigation, collecting data, interpreting data through activities designed by the teacher. And in this constructivist learning model, students can seek their own knowledge through learning activities such as observation, experiments, discussions, questions and answers, reading books and even surfing the internet. Teachers must be able to develop it by mastering appropriate learning approaches, methods and models. In order to support students in expressing ideas, fostering self-confidence. Life Skills Education is broader than just manual skills. Motivation to learn is a feeling of being encouraged and moved that arises from within a person towards a thing or activity without or with stimulation that arises both from within and from external influences. Based on the results of research observations

conducted with history subject teachers at SMAN 2 Medan, the problem is that students do not have high enthusiasm for completing the assignments given, some of them are not enthusiastic when learning takes place, there is no curiosity about the subjects being studied. will be studied, students only want to do things when ordered and do not have good initiative, students are too dependent on the teacher, do not concentrate when carrying out learning, and have little enthusiasm in facing challenges. Based on the basic thoughts and realities in the field stated above, the researcher was encouraged to conduct a Classroom Action Research (PTK) entitled: "Application of the Constructivist Approach to Students' History Learning Motivation in Class XI SMAN 2 Medan".

RESEARCH METHODS

Study This use approach quantitative, research quantitative is study systematic and explanatory scientific connection phenomenon with reason as well as as a result. Study quantitative defined as investigation systematic to phenomenon with collect as much data as possible measured with do technique statistics, mathematics or computing. (Abdullah et al., 2022). Approach quantitative get it A knowledge with using data in the form of numbers as a tools that can give information to What is researched. Type used in study This. Type of research used is type study Class Action Research Distinctive characteristics from Classroom Action Research ie repetitive actions For improve the learning process teaching in class, Kemmis and Taggart (Widana, 2020). The research model chosen that is with using the spiral model from Kemmis and Mc Taggart. Kemmis and Mc Taggart's cycle model done in a way repetitive and continuous. Study This carried out in class XI IPS at SMAN 2 Medan where the implementation was carried out started from April to July 2024 subject in study This are teachers and students with use of research instruments that is results observations, interviews, and results tests carried out students in event subjects Proclamation Related Indonesian independence with motivation students' History learning class XI IPS 1 SMAN 2 Medan. Technique used For obtain internal data This action research is : 1) Observation is a technique used For observe all over ongoing activities Good from teacher performance as well activity students, start from beginning learning until end learning history about incident proclamation Indonesian independence, 2) Test is a technique used For get data about motivation learn student.

RESEARCH RESULTS AND DISCUSSION

Implementation cycle I was carried out with two meetings in class with allocation time adjust the lesson hours set by the school namely 2x40 minutes For very the meeting. Activities carried out at stage First is provide ingredients Study such as LKPD and media used and design plan implementation learning such as teaching modules. Then implementation learning focused to upgrade motivation Study designed students use approach constructivism, learning implemented in a way group. Planned strategy in learning cycle I includes four stage For every meeting, namely : (1) Stage apperception, (2) Stage exploration, (3) Stage discussion and explanation concept, and (4) Stage development and applications draft.

Results of Cycle I Action Observations

According to the teacher observer ie Friend colleague in carrying out PPL at SMAN 2 Medan, on an ongoing basis general results observation teacher activities in the learning process in cycle I are located in category Enough good and experienced increase, that is from 60% for meeting 1 to 63.2% at meeting 2. Observer report that researcher in Action learning cycle I has carry out his task the with Enough Good. And, according observer who observes

activity student in learning, that in a way general activity student in learning at meeting 1 and meeting 2, sufficient Good. Observer report that student Already carry out his task the with Enough Good. After analyzed results observation activity students at meeting 1 and meeting 2 experienced increase that is obtained percentage of Average Value (NR) of 60% to 63.2% or is at in category Enough Good.

Analysis Results Test Evaluation Cycle I

After finished implementation learning action cycle I through implementation approach constructivism, activity furthermore is giving test evaluation end action to student class XI SMAN 2 Medan. By concise, results analysis test evaluation meeting 1 and meeting 2 in cycle I can seen in Table 1.

Table 1. Analysis Results Evaluation Cycle 1

No	Aspect Acquisition	Results
1	Highest Score Obtained	
	a. Meeting I	38 (8 people)
	b. Meeting II	38 (10 people)
2	Lowest Score Obtained	
	a. Meeting I	38 (11 people)
	b. Meeting II	38 (9 people)
3	Average Score Obtained	
	a. Meeting I	60.0
	b. Meeting II	63.2
4	Amount Student Complete	
	a. Meeting I	22 people
	b. Meeting II	25 people
5	Amount Students Incomplete	
	a. Meeting I	16 people
	b. Meeting II	13 people
6	Presentation	
	a. Meeting I	45%
	b. Meeting II	55%

From Table 1, it shows that results studying History in students class XI SMAN 2 Medan not yet show good results or Not yet is at in category finished. From the average scores of meeting 1 and meeting 2, namely 60 and 63.2 results This give understanding that completeness Study Not yet fulfilled.

Cycle I Action Reflection

At stage this, joint researcher /teacher observer carry out reflection to implementation of the learning process. Reflection results from The events that occur in cycle I are as following:

1. Based on results observations, the teacher has carry out plan learning as should. In terms of this teacher has carry out his task with Enough Good start from explain material and objectives learning. However, when the teacher prepares student For learn and give motivation, teachers don't notice students, so Still There is students who play and those who don't Ready For Study.
2. The use of LKPD media is very interesting attention student. There are some students who don't listen teacher's explanation with OK, p This caused because teachers are not yet optimal give explanation.
3. Interaction between teacher and student Still less, when the teacher does apperception,

discussing LKPD and giving related questions with concepts learned, p This happen because teachers only focus on the material being taught and the presence of fear student towards teachers.

4. When student requested do experiment, students experience difficulty Because matter This new first time done. After student given guidance by teachers/ researchers, finally student can do it.
5. After do experiment, students Still experience difficulty in do about LKPD and in do test evaluation Still there is students who haven't understand about material the. This matter caused by because activity test No involve all student But only a number of students (heads group) so There is a number of students who play and who don't pay attention / observe test as well as Like bother his friend.
6. Test results action cycle I shows that Still There is students who haven't understand material taught and grades they Still not enough or Not yet reach indicator determined success that is completeness Study in a way individual minimum 70.
7. Implementation results action cycle I apparently Still Lots own lack. For That researcher make alternative For cover shortcomings the. Furthermore repaired in cycle II.

Cycle II

Deep action this second cycle No Far different with action cycle I, namely held 2 meetings inside class with allocation time 2 x 40 minutes for every meeting. Activities carried out at stage This that is provide tool show, Plan Implementation Learning (RPP), Observation sheet teacher and student activities, and tests evaluation student For every end action.

Results of Cycle II Action Observations

By overall, results observations made during the learning process show that the learning process in cycle II is more Good rather than the learning process in cycle I. This seen with increasing motivation student in the learning process from meeting 1 to meeting 2 experienced increase from 80.1% to 94.8% or is at in very good category. And, researchers has carry out procedure appropriate learning with plan learning and more Good from cycle previously. From the results observation teacher activities in the learning process, good meeting 1 and meeting 2 cycle II, experience improvement, proven with the average value obtained Good meeting 1 and meeting 2 experienced increase from 80.7% to 94.3% or is at in very good category. From the results This can seen with clear happen good improvement. This matter show that activity students and teachers in learning it's been very good.

Analysis Results Test Evaluation Cycle II

In this second cycle students are also given test evaluation on each meeting, results test evaluation cycle II can seen in Table 2.

Table 2. Analysis Results Test Evaluation Cycle II

No	Aspect Acquisition	Results
1	Highest Score Obtained	
	c. Meeting I	38 (24 people)
	d. Meeting II	38 (25 people)
2	Lowest Score Obtained	
	c. Meeting I	38 (4 people)
	d. Meeting II	38 (5 people)
3	Average Score Obtained	
	c. Meeting I	80.0
	d. Meeting II	94.2

4	Amount Student Complete	
	c. Meeting I	37 people
	d. Meeting II	38 people
5	Amount Students Incomplete	
	c. Meeting I	1 person
	d. Meeting II	0 people
6	Presentation	
	c. Meeting I	87%
	d. Meeting II	100%

From Table 2 shows that results studying History in students class XI SMAN 2 Medan already show very good results or Already is at in category finished. This matter shown with exists increase from meeting 1 to meeting 2. This means implementation approach constructivism can increase motivation Study history students in the main discussion Proclamation Indonesian Independence.

Cycle II Action Reflection

After implementation learning in cycle II was carried out with apply approach constructivism This finished, researcher and observer discuss results learning so that obtained things as following:

1. In implementation In this second cycle, teachers and students seen active. The teacher has carry out plan learning as expected. Activity Study students also take place Good.
2. Student feel like working on LKPD with tool concrete demonstration.
3. Use tool show in Very interesting group attention student.
4. Interaction between student with teachers and students with student Already walk with Good. Student Already more active and brave ask, even give answer about the difficulties experienced in learning.
5. Students are very happy with activity involving experiments and observations Work The same all student in group, so they No experience difficulty.
6. Based on results Work group in do experiments, observations and discussions in work on worksheets, students can do question test end with Good.
7. Test results action cycle II shows that all student class XI SMAN 2 Medan on the subject discussion plant green obtain mark in accordance specified indicators that is minimum score of 70.

Based on results observations and results test end, goal expected learning from learning carried out with apply approach constructivism has achieved, observation and discussion during the learning process cycle II has succeed with Good. This matter can shown with achievement completeness results Study student Where all student class V SDN 3 Tolitoli obtain mark over 70. With so learning in study This considered finished.

CONCLUSION

Based on results analysis study action this, got it concluded that at that stage before action/pre-action obtained mark complete classic low namely 45%. On learning through implementation approach constructivism has increase motivation learn history as seen from mark results Study students in the main discussion incident Proclamation Indonesian Independence in class XI at SMAN 2 Medan. This matter indicated by activity student in the learning process by researchers in cycle I, meeting 1 and meeting 2, was 60% and 63.3% and increased in cycle II, meeting 1 and meeting 2, namely amounting to 80.1% and 94.8% were in

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