

APPLICATION ANALYSIS OF COOPERATIVE METHODS TO INCREASE LEARNING MOTIVATION OF STUDENTS IN CLASS 3 SDN CANGGU 1

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ABSTRACT

Learning motivation is one of the important components that must be owned by every student in the learning process so that learning objectives can be achieved as expected. One of the learning methods that can be applied in order to increase student learning motivation is the cooperative method. The purpose of this study was to analyze the increase in learning motivation of grade 3 students through the application of cooperative learning methods. The population used in this study were all grade 3 students of SD Negeri Canggu 1 for the academic year 2021/2022. Meanwhile, the sample in this study was some of the 3rd grade students of SDN Canggu 1 in the 2021/2022 academic year. Data collection techniques used are interviews, observation, documentation, and literature study. The data analysis technique used in this research is reduction, data presentation, and conclusion drawing. The results of the analysis show that there is a significant increase in students' learning motivation when teaching and learning activities use cooperative learning methods. This research can be used as input for educators to choose innovative learning methods to increase students' learning motivation.

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A. Introduction

Education is very important and becomes a primary need for every human being to ensure survival (Muhardi, 2014). With education, it means the same as creating a quality process for the next generation of the nation. Education is one of the main factors in life. Without education, humans will not be able to advance the nation. With education, abilities, talents, and potential that exist within a person can develop (Atabik, 2018). Education is closely related to the word learning. Learning is a process to get changes in behavior, both in the form of knowledge, skills, attitudes and values (Djamaluddin & Wardana, 2019)

Efforts to improve the quality of education are something that is very mandatory to be carried out with the aim of creating superior human resources and being able to compete locally and globally (Rusmini, 2017). Because of this, an educator must provide the best for his students by seeking to improve the quality of education as much as possible. But in fact, we often encounter in an effort to improve the quality of education, there are still obstacles and obstacles caused by the students themselves, such as students who tend to be passive and less motivated when participating in the learning process so that learning objectives are not achieved optimally. The cause of students experiencing this is due to several factors, one of which is because teachers tend to use monotonous learning methods (Januarti & Supriyadi, 2015). With this, it has become an obligation that needs to be done by the teacher to improve these conditions.

Efforts that can be made by teachers to improve conditions, one of which is by applying varied learning methods (Winarti, 2013). One of the learning methods that can be used to improve these conditions is the cooperative method. Cooperative learning method or cooperative learning is a method in the learning process designed to educate students to be able to work together in a team or group and can trigger interactions between students (Sihombing, 2019). The way the cooperative learning method works is that educators can provide questions that students must solve in groups, then the results of group discussions will be presented in front of the class. This learning model is very good to apply because it has various advantages including increasing student achievement, deepening student understanding, presenting a pleasant learning experience, developing an attitude of responsibility, leadership, mutual belonging, and other positive attitudes, as well as developing speaking and problem solving skills (Ali, 2021)

Based on the results of a preliminary study conducted on third grade students of SDN Canggal 1, it was found that students were not enthusiastic in learning because teachers still used conventional learning models and learning only went one way. In learning the teacher only conveys the material with the lecture method, so that some students are passive, and look bored and unmotivated. Therefore, researchers are interested in conducting more in-depth research on the use of cooperative methods to increase the learning motivation of grade 3 students at SDN Canggal 1. The purpose of this research is to analyze the application of cooperative methods as an effort to increase students' learning motivation, so that it can be used as input. in developing creative and innovative learning methods according to student characteristics.

B. Method

The method used in this study uses a qualitative descriptive approach. The qualitative method is a research conducted to examine an object, where the researcher here acts as a key instrument, the data collection technique is carried out in a combined manner, inductive data analysis, and qualitative research results, and the results refer to the meaning of generalization (Sugiyono, 2019). This study was conducted at SDN Canggal 1, Badas Subdistrict, Kediri Regency on April 8, 2022, then resumed on June 13, 2022. The population used in this study were all 3rd grade students of SDN Canggal 1 in the 2021/2022 academic year. Meanwhile, the samples used in this study were several grade 3 students at SDN Canggal 1 for the academic year 2021/2022. Data collection techniques used are interviews, observation, documentation, and literature study. The data analysis technique used in this research is reduction, data presentation, and conclusion drawing.

C. Result and Discussion

Education is very important for humans. With education, abilities, talents, and potential that exist within a person can develop (Atabik, 2018). With this, of course, it is an obligation for a teacher to always improve the quality of education. We need to know that it does not necessarily improve the quality of education in a school. It is often found that teachers always have obstacles and obstacles in efforts to improve the quality of education, such as students tend to be passive and less motivated when participating in the learning process so that learning objectives are

not achieved optimally. The reasons for this vary widely, for example, teachers tend to use monotonous learning methods. One of the efforts that teachers can make to overcome this is by applying varied learning methods.

Based on the results of an interview with the Class 3 homeroom teacher at SDN Canggal 1, Mr. Susanto, S.Pd. said that during teaching and learning activities in grade 3, there were still many students who tended to look unmotivated and less motivated when participating in learning. This happens because during teaching and learning activities teachers often use monotonous learning methods, such as lectures. The lecture method is a method of delivering material directly from the teacher to students (Sulandari, 2020). Mr. Susanto also said that in fact he often motivates students to always be enthusiastic about learning. However, in reality this motivation did not provide a significant enough change to arouse enthusiasm and motivation for learning in grade 3 students. Mr. Susanto also admitted that it is necessary to apply more varied learning methods to be applied in teaching and learning activities in grade 3 so that students do not sick and tired. Based on this statement, researchers are interested in conducting research on the use of cooperative learning methods in grade 3 at SDN Canggal 1.

From the results of observations on student learning activities in grade 3 SDN Canggal 1 when using the cooperative method the material for changing the form of melting objects shows an increase in student learning activities. Students become more active in the learning process. In addition, the group discussion activities showed satisfactory results. Students actively carry out discussions with their group members to solve problems on questions related to the material for changing the shape of melting objects. Students follow all instructions given by the teacher well. At the end of the learning process, each group representative comes to the front of the class to present the results of their discussion. This is an indication that the use of cooperative methods in the learning process in the classroom can increase students' learning motivation. Important findings are different from every article that has been made by previous researchers.

D. Conclusion

One of the teacher's efforts to improve the quality of education is to apply varied and fun learning models and methods. Based on the results of the

classroom action research conducted, there was an increase in student learning activities continuously in each stage. At first students were less active and enthusiastic in learning, but when the cooperative model was applied, students became more active. The group discussion activities carried out also showed satisfactory results. Students actively conduct discussions with their group members to solve problems on the questions. This is an indication that the use of cooperative methods in the learning process in the classroom can increase students' learning motivation.

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