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Improvement of Student Learning Motivation in Primary Teacher Education Study Program in Trilogi University Jakarta using Flash Card Media and Asking and Giving Question Method in Learning and Learning Courses

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Abstract

Learning motivation plays an important role in learning activities, which makes students feel excited in learning activities so they can produce good learning outcomes. During this time the learning activities in PGSD Study Program are still dominantly done conventionally with lecturers as the main actors in lecture activities. From the results of observations and interviews, data were obtained that students preferred student centered based learning and they were actively involved in learning activities. This study aims to describe, (1) the implementation of learning by using flash cards and asking and giving question methods in learning and learning courses in first semester students of the Primary teacher education study program University Trilogy Study Program, and (2) the effect of implementing learning using flash card media and asking and giving question method on learning and learning courses in first semester students of PGSD University Study Program Trilogy towards increasing student learning motivation.

The approach used in this study is qualitative research with a type of classroom action research. Data collection techniques are carried out by observation, interviews, and documentation. The data analysis technique used is descriptive qualitative using the Kemmis and Taggart models which include: (1) planning, (2) implementation of actions, (3) observation (observation), and (4) reflection.

The results of the study show that the application of Flash Card Media and Asking and Giving Question Methods in Learning and Learning Courses can increase students' learning motivation. They all seemed to actively construct their own knowledge, through meaningful learning activities by contributing students in making questions and answers to the flash card and then randomly making a asking and giving question to their classmates. The learning atmosphere looks active, students look enthusiastic in learning activities. Suggestions based on this research are to disseminate ways to make flash card media and improve the assessment method in applying asking and giving question activities.

Keywords: **Motivation to learn, Flash Card, Asking and Giving Question**.

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Preliminary

Learning motivation is one aspect that is very influential in achieving learning goals. Motivation plays an important role in achieving learning objectives. Based on the results of the learning evaluation in the form of interviews and observations on the learning process of learning and learning for first semester students at the Trilogy University PGSD, data was obtained that the learning process seemed monotonous with activities dominated by presentations, discussions, and assignments according to the direction of the Lecturer. This makes students' learning interest less than optimal, so that it influences the attention, enthusiasm and amount of student attendance in the lecture process.

In the observation results of learning and learning courses in the PGSD University Trilogy Study Program there are several habits in the learning process, namely (1) the implementation of lectures is mostly done by direct instructional or direct learning models, namely lecturers explain, students presentations, discussions and conclusions drawn as a result of learning on that day. In most learning processes students appear to be less active, and less interested in doing training activities. Not all students are involved in discussion activities. This is one indicator of the lack of active students in learning activities. This certainly will affect the achievement of learning objectives.

The results of subsequent field studies also showed that students' learning motivation in learning and learning activities was still not optimal. This can be concluded from the observations in the form of, (1) the focus has not been all students in lecture activities, with many students playing mobile phones and paying less attention to lecturers' explanations, (2) only 40% of students (41 people) are active in interacting with lecturers when question and answer activities or classical discussions, (3) classes are dominated by lecturers as the main actors in constructing student knowledge, (4) student learning outcomes are not maximal. Looking at these conditions, the researchers felt the need to revitalize the classroom learning model so that students become more active, have good enthusiasm and motivation in learning, and can have an impact on improving student learning outcomes.

Frandsen (in Sardiman, 2008) states there are several things that encourage someone to learn, namely: (a) the nature of being curious and wanting to investigate the wider world, (b) the existence of creative traits in people who learn and the desire to always forward, (c) the desire to get sympathy from parents, teachers, and friends, (c) the desire to correct past failures with new businesses, both with cooperation and competition, (d) the desire to get security when mastering lessons, and (e) There are rewards or punishments as the end of learning.

Strategies that can be developed by teachers according to Sutikno (2009), as an attempt to foster and arouse students' learning motivation in the learning process, namely as follows: (a) explain the learning objectives to students, (b) prizes, (c) rivals / competitions, (d) praise, (e) punishment, (f) the existence of challenges, (g) giving numbers, (h) inserting humor in learning, (i) helping learning difficulties for students individually or in groups, (j) using varied methods, and (k) use good media, and must be in accordance with the learning objectives.

The components and indicators of learning motivation that will be revealed by researchers in this study are as follows:

Table 1.1 Learning Motivation Indicators

Variable	Variable component	Indicator
Motivation to learn	Feeling happy	1. Following the Lecture 2. Doing exercises 3. Have a discussion
	Feeling happy	1. Following the Lecture 2. Doing exercises 3. Have a discussion
	Interesting	1. Bertanya ketika kurang jelas 2. Menjawab pertanyaan 3. Memberi tanggapan 4. Tertarik untuk mengerjakan soal latihan 5. Menyimpulkan materi pelajaran. 6. Aktif mencari sumber palajaran yang lainnya.

Based on the description above it can be concluded that the function of motivation in learning is as a driving force that encourages a person to perform a certain task or action in order to achieve the desired goal by setting aside actions that are not beneficial for that purpose.

The main objective of the Learning and Learning course is for students to study, understand and implement appropriate learning and teaching activities to be applied at the elementary school level. Students are expected to master theoretical concepts and can carry out practically the Learning Concepts and learning they have learned. This achievement can be realized if students have motivation in learning. So that researchers feel it is important to carry out research entitled, "Improving Student Motivation in Learning PGSD University Jakarta Trilogy using Flash Card and Asking and Giving Question Method media in Learning and Learning Courses".

Focus of the Problem

Based on the context of the research above, the focus of this study is:

1. How is the implementation of learning using flash card media and asking and giving question method in learning and learning courses at the PGSD University Trilogy Study Program?
2. Does the learning motivation of students at the PGSD University Study Program in the Jakarta Trilogy increase after the use of flash card media and asking and giving question methods in the subjects of learning and learning?

Research purposes

Based on the focus of the above research, the objectives of this study are as follows:

1. Explain the implementation of learning by using flash card media and asking and giving question method in learning and learning courses at the PGSD University Trilogy Study Program.

2. Explain the influence of the implementation of learning by using flash cards and asking and giving question methods on learning and learning courses in first semester students of PGSD University Study Program Trilogy towards increasing student learning motivation.

Research Methods

constructivist active learning that is meaningful so that it also has a positive impact on the learning outcomes. The application of the media and the method is based on the facilitation of the apparent student intelligence tendency, namely linguistics or language intelligence which can be facilitated through writing, reading and speaking activities. Based on the theory of mind multiple intelligences, howard Gardner stated that all people have 9 types of intelligence, namely lingistic, mathematical logical, spatial visual, interpersonal, intrapersonal, musical, kinesthetic, naturalist, and existential. All humans have it, but there are only 1-3 types of personality that stand out in every human being. Based on the results of observations on first semester students, most of the students seemed tended to have linguistic intelligence.

In the first cycle learning was carried out about the Theories of Learning and its application with the presentation method by one group and the other students only as audiences, It seems that most students are less actively involved in learning activities. the enthusiasm for learning and students' enthusiasm for learning is low, and their level of involvement is also planned in learning activities. when lecturers give tests to write down what they understand in a flash card, also only 50% of the total students are able to write correct and precise conclusions about the material they have learned. The urain of the implementation of activities in the first cycle is as follows:

Cycle I:

Cycle 1 is held 1 meeting with 2 lesson hours (2x50 minutes). On Monday, October 15, 2018. To carry out the research in the first cycle, the researcher prepares for the implementation of the first cycle by making a plan for action 1. Activities carried out in the first cycle include:

a. Planning

Planning carried out in the first cycle is arranged systematically by preparing several learning tools, including: Lecture contracts, Semester Lecture Plans, teaching materials, observation sheets, open instruments (question and answer), activity journals, and assessment questionnaires. The semester lecture plan is used as a reference in lecture activities.

b. Implementation

at the beginning of the activity the researcher greeted him, asking how the news then invited students to do ice breaking. The lecturer aired conventional VS modern learning videos, then asked students to criticize the contents of the video through the Q & A activity. Only 10% of 41 students actively answer questions from lecturers. Then the lecturer gives conclusions about the contents of the video and presents the learning objectives today. After that the student group made presentations and discussions as usual. During the discussion activities only 30% of students were seen as active in question and answer activities. Other students look passive, silent, play cellphones and chat with other friends.

After the presentation session is complete, the lecturer gives the task to all students to record the material that has been understood from the results of the day's learning in the post it paper shared by the lecturer. Next the lecturer asked several students to read it. The results of the summary are read and heard by all other students. As a result, 5 out of 10 students were asked to explain what he had written in the post it paper, giving an incorrect explanation. They explained with lack of confidence. Following is the documentation of learning activities in Figure 1:

picture 1 learning activities in the first cycle

c. Observation

In this implementation phase the researcher observes the attention, motivation and response of students in learning activities. The conclusion from the observations is that not all students are aware of the importance of actively participating in lecture activities to listen, pay attention and provide feedback, ideas, and express opinions, questions and objections.

d. Reflection

In the first cycle found deficiencies, namely, the lack of active all students in lecture activities. In addition, the learning outcomes also appear to be less than optimal. From this explanation, the researcher felt the need to carry out the second cycle in order to get better results. The results obtained and the problems that arise in implementing the action are used as a basis for re-planning in the second cycle.

Cycle II

Cycle II is held 1 meeting with 2 x 50 minute lesson hours. On Monday, October 22, 2018. To anticipate shortcomings in the first cycle, the researchers really prepare for the implementation of the second cycle by making plans on action II, so that errors that occur in the first cycle are not repeated in cycle II.

a. Planning

Planning carried out in the first cycle is arranged systematically by preparing several learning tools, including: Lecture contracts, Semester Lecture Plans, teaching materials, observation sheets, open instruments (question and answer), activity journals, and assessment questionnaires. The semester lecture plan is used as a reference in lecture activities

b. Implementation

At the beginning of the activity the researcher greeted him, asking how the news then invited students to do ice breaking. The researcher asked the students to read the material last week for 5 minutes, then asked the students to write down what they had learned in the post it paper that had been shared. Then students are asked to read and match the contents of the material in the book, if it is appropriate, students are asked to attach post it paper to their notebook. Then students are asked to find as many partners as possible and then explain the material that has been written to their friends alternately.

In the learning activities all students seemed active in activities explaining each other. They were seen to be learning without burden, even though they were conditioned to read, summarize and explain many times about the material last week to their friends. Following is the documentation of its activities:

figure 2 Learning in cycle II

Then the core learning activities began, students were divided into 8 groups with members of approximately 5 groups. Then the lecturer gives a problem about the material discussed on that day, and students discuss. Furthermore, the lecturer provides an opportunity for each group to explain what has been done and agreed upon by the group to all audiences.

When working on a task, it looks 80% Members of the group take an active role in finding answers, expressing opinions and one person as the author of the answer. All students seemed to work together in their groups. After that the group chair representative explained alternately the answers from the group and got feed back from other groups in the form of additions, objections, confirmation and questions. More than 80% of students are actively involved in discussion activities, 90% pay attention to their friends' explanations and look orderly, active, in learning activities.

Next the lecturer asks students to make 1 question and answer on the post it paper that has been shared, then students are asked to look for a partner to do a question and answer. In this activity, it was seen that 100% of students were actively involved in learning activities, they seemed excited and tried to find as many friends as possible to ask questions to get good points as a form of lecturers' assessment in the day's learning activities. They were seen carrying out learning activities with joy, without burden. Following is the documentation of the activities in Figure 3:

picture 3 learning in cycle II

c. Observation

at the implementation stage, the researcher observes the attention and response of students in learning activities. The conclusion of the observation is that there is an increase in the number of

students who want to learn, aware of the importance of actively participating in lecture activities to listen, pay attention and provide feedback, ideas, and express opinions, questions and objections. The level of student activity is above 80% of the total number of students. This certainly has an effect on improving the quality of learning outcomes related to students' knowledge and understanding of the material. This is evident from the ability of students to complete group assignments well, express opinions actively, and make and answer questions with the achievement of a score above the minimum criteria of learning activities.

d. Reflection

In the second cycle there were shortcomings and weaknesses, but involvement, motivation, enthusiasm, and student learning outcomes have increased and become better than in the first cycle, and students already have a better level of confidence and they never hesitate in answering questions , express opinions, ideas and input, so that the learning outcomes obtained increase. In addition, he also has a good attitude when interacting with fellow students and lecturers. The level of interaction among fellow students increased, the interaction of lecturers as researchers and facilitators, motivators and creators in learning with students also increased. From these results the researchers felt that there was no need to hold the third cycle as an improvement, because students had fulfilled the minimum threshold of results and learning competencies that must be achieved.

Learning activities in the second cycle emphasize the meaningful learning process, which positions students as the main actors in learning activities. lecturers and researchers as planners, facilitators and motivators in learning activities. students are conditioned to actively read the material last week, then given the project to make a summary of the contents of the material they have read and then deliver the material that they have written to their classmates alternately as an opening form of learning activities. after that to maintain the consistency of student activity, all students are conditioned to work in groups to complete projects given by researchers to be completed together through the discussion process and then each group is given the obligation to present the work of the group and other groups are given the opportunity to add, refute, submit questions to groups who are presenting and lecturers giving assessment points to the performance and performance of each individual as group points, so that this also spurs the activity and performance of all students so that the group becomes the winner of the best group.

The activity in the second cycle showed an increase in learning motivation in students and it became an important key in the success of achievement of learning outcomes as reflected in the

theory of Hamzah Uno (2008) asserting that motivation to learn is internal and external encouragement to students who are learning so as to make behavior changes .

Next the students are conditioned to make one question and answer about the related material that has been learned today and then write down the questions and answers in the flash card. Then students are asked to look for a partner to ask questions and get points for all the answers that were successfully answered.

In the whole series of learning activities all students are seen to be actively involved in learning activities, they are seen learning without burdens, their faces are beaming and they are actively looking for partners to ask questions or alternately explain the material that has been written. This shows that students already have the characteristics of people who have the motivation to learn as disclosed Sumantri (2007) related to one of the characteristics of people who have motivation according to is, (1) diligent work on the task, (2) resilient to face challenges, (3) show interest in doing it, (4) love to work independently, (5) get bored quickly on the same thing, (6) are persistent in their opinions, (7) like to find and solve problems, and (8) firm in opinions or concepts which he initiated. The eight characteristics are certainly very needed for students to have in lecture activities so that by having enthusiasm, desire, interest in learning, courses and lecture activities, they will consciously carry out learning activities so that the learning objectives can be achieved.

The process of the activity proved effective, because from the research instrument from the first cycle to the second cycle there was an increase in every aspect as stated in the following table 1:

The following is a table of 1.2 results of achievements in cycles I and II, where there is an increase in learning outcomes in cycle II:

Table 3 Comparison of Indicators of Success in Cycles I and II:

Variable	Variable component	Indicator	Achievement	
			Cycle I	Cycle II
Motivation to learn	Feeling happy	1. Following the Lecture	80%	100%
		2. Doing exercises	100%	100%
		3. Have a discussion	30%	80%
	Attention	1. Following earnest learning	50%	90%
		2. Give great attention to learning activities	50%	90%
		3. Focus and concentrate when studying	50%	90%
	Interest	1. Ask when it is not clear	10%	70%
		2. Answering questions	20%	100%
		3. Give a response	30%	80%
		4. Interested in working on practice questions	50%	100%
		5. Summing up the subject matter.	50%	90%
		6. Actively looking for other sources of		

			10%	80%

The conclusion in the table above is that all aspects related to student learning motivation increase from cycle I to cycle II. This proves that a series of learning activities in cycle II have shown good results and have applied appropriate methods and media in the learning process and are effective and contribute to the achievement of the quality of good learning outcomes. This is in line with Silbeman's expression that the learning process can produce meaningful learning outcomes, namely, "What I hear I forget; what I hear and see I remember a little; what I hear, see and ask or discuss with some other friends , I began to understand: what I heard, saw, discussed and did, I gained knowledge and skills, what I taught others, I mastered ".

Conclusion

Based on the results of the research described by the researcher in the presentation and analysis of the data above, some conclusions can be obtained as follows:

1. The learning process by applying flash card media and asking and giving question methods to run smoothly and all students actively involved in learning activities, they look enthusiastic, actively contribute, happy, excited and carry out no-load and coercive learning activities.
2. The learning process by applying flash card media and asking and giving question method can increase student learning motivation so as to improve learning outcomes.

Suggestions

From the conclusions described above, it is necessary for researchers to contribute ideas in the form of suggestions for all parties:

Other researchers, developed this research in other subjects

Students, keep on learning and try to achieve the best results in all activities

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