THE DIFFERENCES OF STUDENTS' LEARNING MOTIVATION IN LEARNING CIVIC EDUCATION USING DEMOCRATIC LEARNING MODEL AND CONVENTIONAL LEARNING MODEL IN GRADE V OF SD BERTINGKAT KELAPA LIMA 3, KUPANG

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Abstract

The aims of this study are: (1) to describe the difference between learning achievements of students studying civic education using conventional learning model and democratic keywords learning model; (2) to describe the difference of students learning achievement Civic education among high and fair learning motivation, students with fair learning achievement to low learning achievement and students with high learning achievement to low learning achievement; (3) to determine whether there is an interaction between the democratic learning model and learning motivation towards grade V students' Civic education learning achievement. This study uses a quasi-experimental method, which has population 40 students of grade V of SD Bertingkat Kelapa Lima 3 Kupang. Sampling used was judgment sampling technique which uses all population as sample. The data collection technique for students' achievement of Civic

education used test and students' learning motivation used questionnaire. The data analysis technique used was ANOVA then the final data was computed by using Schaffe method. The results (1) are the differences in learning achievement between students learning Civic education using conventional learning models with students who learn using model democratic techniques keywords (Keyword). This is proved by the FA = 13.047> F table = 4.13; (2) there are differences in learning achievement Civic education between students with high, fair and low learning motivation. This is proved by the FB = 20.703> F table = 3.28; (3) there is no interaction between the learning model of democratic and students' motivation towards learning achievement of grade 5 students Civic education. This is proved by FAB=0,184 < F_{Critic}=3,28.

Keywords

Democratic Learning Model, Motivation, Civic Education Achievement

1. Introduction

The development of a nation always relies on the quality of human resources; the indicator of quality of human resources is education. However, if it is observed the development of education in Indonesia doesn not reach the goal yet. It is proved by the results of a survey conducted by the OECD (Organization for Economic Co- operation and Development) in 2015 in which Indonesia was ranked at 69 out of 76 countries. Therefore, Indonesian government as policy maker should develop the education system, so Indonesian education quality is not left behind than other countries around the world.

Formally, Indonesian education system is directed at achieving ideal educational goal to reach dignity of national civilization. It is expressed in article 3 of bill number 20 in 2003 on national education system, "The aim of National education is to develop the ability and to form character and civilization of the nation's dignity in the context of the intellectual life of the nation. It is aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble character, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible". Within the framework of the basic education curriculum, there are four pillars, namely;

- Religion and good values,

- Citizenship,

- Science Technology (Science and Technology),

- The aesthetic, physical health sport. In the field of citizenship emphasize on increasing awareness and insight into the students' status, rights and obligations in life.

Branson (1999) states that "Civic Education contains three main components which are suitable to be developed in a democratic society; they are civic knowledge, civic skills and civic disposition". Developing a democratic society is certainly not easy. One of the efforts to establish a democratic society is through civic education both at the school and at college. Therefore we need a strategy and specific learning model based on new civic education paradigm.

According to Hasan (2003), the success and excitement of student learning is influenced by the learning atmosphere which is developed by teachers. Furthermore, according to Intent (2004), the quality and success of learning is strongly influenced by the teachers' ability and accuracy in selecting and using learning model. Besides, learning motivation is one of the internal factors which is quite important to achieve learning objectives. On the other hand, every student has different motivation in learning; there are students, who have very high motivation, high motivation, fair motivation, and also low motivation. Variations of this motivation will give a different impact on how students understand the topics presented and the effect on student learning achievement.

Practically and conceptually, civics learning conditions in primary school has not reached the goal. It is caused by teachers who still focus on a conventionalized learning model. The use of this conventionalized learning model influences teachers to be more dominant than students in teaching and learning. Besides that, there are many more students who are difficult to understand the learning because of learning technique chosen by the teachers is not quiet appropriate. Therefore, teachers have not been able to develop learning habit of the students and they never try to make a meaning of learning in students' mind. In addition, the atmosphere of civic teaching and learning activities in the classroom is less democratic, as well as teachers generally are still not able to give high the motivation of students to participate in learning activities. These conditions will certainly affect the quality and the success of learning.

Based on preleminary study conducted, the researcher found that the students of grade V of SD Bertingkat Kelapa Lima have unsatisfactory learning achievement of Civics. This is related to Civic learning atmosphere that seemed less inspiring and fun. As it appears in the class V SDI Bertingkat 3 Kelapa Lima, Kupang namely:

- The lack of variety of learning models; teachers tend to apply conventional learning models monotonously, as the result students do not play an active role, and they become lazy students,

- Students face difficulty in remembering and understanding the related concept of Civics learning materials because learning techniques are selected and used by teachers are less precise.

- The difference of students' motivation to learn Civics, while there are still many students who are not motivated to learn Civics. Teachers already tired to evoke the students' motivation to participate in learning activities but the results have not been maximal.

- The students' achievement is still low and unsatisfactory. It can be seen from the score of Civics Mid Term Test, fifth grade students were about 40 people, as many as 25 students or 44.64% have not yet reached a score of 60 in accordance with the specified minimal mastery criterion.

Seeing the learning conditions above, it would need to apply an adequate learning design that can increase the activity of students in learning with the aim to improve learning achievement. One of the solutions in designing the learning planning is to do a study model of democracy techniques keywords. The learning model is expected to provide a number of solutions to the teacher to optimize learning so that it becomes attractive, good quality in processes and products, and meaningful to learners so as to increase the productivity of the process or the outcome.

Democratic learning model developed by Joyce and Weil (1986) gives two instructional impacts and two companion impact that understanding the academic material, skilled in the democratic process, a commitment to democracy, become active citizens. Accordingly, the researcher is trying to implement a learning model of democracy with the technique of keywords on Civics in grade fifth in SDI Bertingkat Kelapa Lima 3 Kupang. Through the implementation of democratic learning model with keywords techniques in civics is expected to affect the

improvement of civics learning achievement. The researcher formulates the problem statements namely:

- Is there any difference in learning achievement between students learning Civics using conventional learning models with students who learn using model democratic techniques keywords?

- Is there any difference in civics learning achievement between high learning motivation students with fair learning motivation students, between fair learning motivation students with low learning motivation students, and between high learning motivation students with low learning motivation students?

- Is there any interaction between democratic learning motivation and learning motivation toward students civics learning achievement of grade V at SDI Bertingkat Kelapa Lima 3 Kupang?

The purposes of this research are as follows:

- To describe the differences in learning achievement between students who learn civics using conventional learning models and students who learn using model democratic techniques keywords;

- To describe the differences in civics learning achievement between high learning motivation students with fair learning motivation students, between fair learning motivation students with low learning motivation students, and between high learning motivation students with low learning motivation students;

- To know is there any interaction or not between democratic learning motivation and learning motivation toward students civics learning achievement of grade V at SDI Bertingkat Kelapa Lima 3 Kupang?

Based on those reasons above, the researcher is interested in conducting a research under the title "The Influence of Democratic Learning Model and Learning Motivation toward Students' Civic Learning Achievement in Grade V of SD Bertingkat Kelapa Lima 3, Kupang". In this article, researcher presents two models of learning which consist of democratic learning model and democratic learning model by using keywords as well as some of the theories and concepts related to learning motivation and Civics learning achievement.

1.1 Learning Models

According to Aunurahman (2009) "learning model is the plan or pattern that can be used to design learning materials as well as guiding the learning activities in the classroom or in other places that carry out activities of learning " . A similar opinion was also expressed by Joyce (1992 in Trianto, 2010) that "learning model is a plan or a pattern which is used as a guide in the classroom learning or learning in tutorials and to determine learning tools including books, movies, computers, curriculum, and others. Furthermore, Joyce said that any learning model leads to design learning instruction to help students so that the learning objectives achieved.

In line with the various definitions above, it can be concluded that learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning objectives, and to serve as a guideline for the designers of learning and teachers to plan and to implement learning activities.

1.1.1. Conventional Learning Model

Conventional learning model is one of learning model that only focused on lecturing method (Moestafa, 2013). In this model, students were required to memorize the material delivered by the teacher and not to connect to the material with the current situation (contextual).

According to Gintings (2008), "In the conventional learning model, teachers deliver the material orally, and the students listen, take notes, ask questions, and evaluate". Furthermore, according to Roestiyah (1991) states that:

Conventional learning is the usual lesson done by the teacher with the lecture method and has certain characteristics namely:

- Teacher -Centered Learning,
- Occurs Passive Learning,
- The Interaction between Students is Less,
- No Cooperative Groups and
- The Assessment is Sporadic.

Regarding to the previous statements, it can be said that conventional learning model is learning model which uses lecture method which is accompanied by briefly explanation and giving exercise. In conventional learning teacher is still dominant in the learning process and is likely to provide the same service to all students. This is the basic foundation of inhibiting the achievement of learning achieved by each student.

1.1.2. Democratic Learning Model

The learning model is a model of democratic learning based on constructivism, with innovative learning model promoting active collaboration and cooperation. According to Gana (2009) steps in learning model of democratic consists of seven phases:

- Preconditioning,
- Conceptual Formation,
- Establishment of Working Groups,
- The Group Process,
- Presentation,
- Reflection and Reinforcement, and
- The Closing.

The learning model of democratic developed by Joyce and Weil (1986) proposes two instructional impacts and two Bridesmaid impacts namely:

- Understanding the Academic Material,
- Have Process Skills in a Democracy,
- Committed to Democracy, and
- Become Active Citizens.

1.1.3 Keyword Technique

Keyword technique is a learning strategy used by giving a word as a concept of description and then it is associated to other keywords (Iryawan, 2010). Besides that, key word technique is actually modification of concept sentence by making relation of a key word with others, and it will form a meaningful sentence or concept.

Keyword is used to allow students to recall an opinion, concept or particular theory; teachers often use words or abbreviations. For example, in civics the sentence *Indonesian Development Goal* (tujuan pembangunan masyarakat Indonesia) often shortened to **Mas Adam Berdasi** (**Mr. Adam wearing tie**) stands for ***mas**yarakat yang **ad**il dan **m**akmur merata materil dan spiritual **berda**sarkan Panca**si**la dan UUD 1945 dalam wadah Negara Kesatuan Republik Indonesia* (Society with Justice, prosperity, equality and spiritual based on Pancasila and Constitution 1945 in the frame of the unity Republic of Indonesia.

The steps of democratic learning model by using keywords (keywords) are as follows:

- Teachers convey competence to be achieved.

- The teacher presents the material sufficiently.

- The teacher assigns students to create keywords.

- The teacher formed a heterogeneous group.

- Each group was told to create keywords.

- The results of the discussion group discussed again in plenary guided by the teacher.

- Students with the teachers to make a conclusion.

  http://rinameutiairyana.blogspot.com/2010/07/pengaruh-model-pembelajaran-demokrasi.html.

1.2 Learning Motivation

Sardiman (2007) states that learning motivation is the overall driving force within the students who lead learning activities, which ensures continuity of learning activities and provide direction on learning activities, so that the desired objectives can be achieved by the learners.

According to Suprijono, (2009) learning motivation is the process to give the spirit of learning, direction, and persistence of behavior. It means the motivated behavior is that is full of energy, focus and enduring. Therefore, learning motivation is an impulse or motive power from the individual that provides direction and encouragement in learning activities, so it can reach the goal of learning itself. Having the motivation, it will improve, strengthen and direct the learning process, so learning effectiveness can be obtained.

1.3 Learning Achievements

According Tu'u (2004) learning achievement is the acquisition of knowledge or skills developed by the subjects that are typically indicated by test scores or grades figures given by teacher. According to Ahmadi (2004) "a person's achievement of learning achieved is interaction result of various influencing factors form the learner herself and from outside the individual herself". Another opinion regarding the achievement of learning proposed by Azwar (1999) which states

> Learning achievement can be seen from some indicators such as grades, GPA studies, the graduation rate predicate success, etc. Besides, achievement can also be interpreted as an assessment of learning activities

are expressed in the form of symbols, numbers, letters or words that can

be reflecting results achieved by every student in a particular period.

Based on the explanation above, it can be said that learning achievement is a skill or results that have been obtained from the learning process with mastery knowledge, skill, and attitudes shown by the value. The focus on this research about civics learning achievement is the outcome or level of ability that has been achieved by students after having civics and it can be seen from the results of assessment tests.

1.4 Civics

Civic education as a subject at aims to develop competencies of citizens, in knowledge, skills, and disposition in order to they are able to be good citizen (Prasetyo, 2012).

According Apandi, Civic is actually meant:

- civic literacy,
- civic engagement,
- civic skill and participation,
- civic knowledge and
- civic participation and civic responsibility

So, civic education is a subject that focuses on citizen character building and able to implement their rights and duty to become smart, skillful and characterized Indonesian citizens in line with Pancasila and Constitution 1945.

2. Method

The method used in this research is quasi-experimental with 2 x 3 factorial design. This research used three variables involved, namely: learning model as independent variables were divided as learning model of democratic techniques keywords and the conventional model, academic achievement Citizenship Education as the dependent variable, and student motivation as moderator variables classified as high, medium and low motivation. Then, the population are 40 students of grade V of SD Bertingkat Kelapa Lima 3 Kupang. Sampling used was judgment sampling technique which uses all population as sample.

Data collection techniques used in this research were test and questionnaire. The test was used to measure students' achievement. The type of test used was the test in form of multiple choice objective test. While the questionnaire used to measure the students' motivation. The type

of questionnaire was Likert scale with four possible answers. The questionnaire was tested its validity and reliability using SPSS 16.0 to know its quality before it applied to obtain the research data. Then, the test was tested firstly in pilot class which aims to test the test items by test of validity and reliability using Anates version 4.0.9. The data collected was tested by analysis of requirement test which aimed to test the data normality and homogeneity. The data was analyzed using ANOVA two lines with different cell at the significant level = 0.05. The analysis was analyzed using SPSS 16.0 (*Statistical Product and Service Solution).*

3. Results

Data analysis is described by descriptive statistical computation. Then, the test requirements analysis is conducted covering the data distribution normality test (with the method of Shapiro - Wilk) and homogeneity variance test (with levene statistical method) . The result of the data normality test using SPSS 16.0 Windows shows that all variables in this study is normally distributed the significance value obtained is > 0.05. In other hand, the table of the test of variance homogeneity is obtained the Levene Statistic significant value > 0.05. Thus, it can be concluded that all data group has homogenous variance. Since both test analysis requirements have been fulfilled, then hypothesis testing is done using two lines ANOVA. The Summary of the results are presented in table 3.1 below.

Table 3.1: *The Conclusion of the Result of ANOVA (Analyze of Variance) in Two way with Different Cell*

Variance Source	JK	dk	RK	F_{obs}	F_{table}	Testing Decision
Learning Model (A)	472,673	1	427,673	13,047	4,13	H_0 rejected
Learning Motivation (B)	1500,026	2	750,013	20,702	3,28	H_0 rejected
Interaction (AB)	13,308	2	6,654	0,184	3,28	H_a accepted
Galat	1231,775	34	36,229	-	-	-
Total	246576,223	40	-	-	-	-

Furthermore, it needs to test further for post ANOVA using *Scheffe* method, and to test the multiple comparisons, the mean cell is tested firstly and marginal mean which presented in the table 3.2, as follows.

Table 3.2: *Each Cell Mean and Marginal Mean*

Learning Model	Students' Learning Motivation			Marginal Mean
	High	**Medium**	**Low**	
Conventional	85,00	73,88	62,22	73,77 (A_1)
Democratic	90,00	80,95	71,11	80,69 (A_2)
Marginal Mean	87,5 (B_1)	72,49 (B_2)	66,67 (B_3)	-

In this research, the comparison mean between lines after ANOVA is not important to be done because the learning model just has two scores (Conventional and Keyword technique of democratic learning model). To know which learning model that can affect better learning achievement, the marginal mean in the table 2 presented clearly. Then, the test is done further to analyze the different mean of each pair column (high, medium and low learning motivation). The summary of this mean is presented in table 3.3 below.

Table. 3.3 *The Summary of Each Column Comparison*

Hipothesis	Statistical Testing of F	$F_{Criticism}$	Testing Decision
$\mu.1=\mu.2$	38,15	2,49	Ho rejected
$\mu.2=\mu.3$	4,56	2,49	Ho rejected
$\mu.1=\mu.3$	41,29	2,49	Ho rejected

Based on the above table, it can be assumed that:

- F.1-.2> $F_{critial}$ is 38.15> 2.49 means that F.1.-2 $\in$ DK so H0 is rejected. This means that there is a significant mean difference between high learning motivation and moderate learning motivation toward learning achievement of civic education. The marginal mean (B1 = 87.5> B2 = 72.49) shows that students who have high motivation to learn are better in academic achievement than those who have moderate learning motivation.

- F.2-.3> $F_{Critical}$ is 4.56> 2.49 means F.2.-3 $\in$ DK so H0 is accepted. This means that there is a significant mean difference between the students who have moderate learning motivation and low learning motivation towards civic education learning achievement. The marginal mean (B2 = 72.49> B3 = 66.67 indicates that students

who have the moderate learning motivation to learn is better than those who have low learning motivation.

- $F.1-.3> F_{critical}$ is $41.29> 2.49$ means F.1.-3 DK so H0 is rejected. This means that there is significant different of mean between high learning motivation and low learning motivation towards civic education learning achievement. The marginal mean (B1 = 87.5> B3 = 66.67) shows that students with high motivation to learn have better academic achievement than those with low learning motivation.

4. Conclusion

The conclusion of this research and discussion above are:

- There is difference of civic education learning achievement between students using conventional learning models and students who learn using democratic techniques keywords model.

- There is difference of civic education learning achievement between students with high learning motivation and moderate learning motivation, between students with moderate learning motivation and students with low learning motivation, and between students with high learning motivation and those with low learning motivation. Students with high learning motivation have better civic education learning achievement than those who have moderate learning motivation. In addition, students who have moderate learning motivation are better than those who have low motivation in learning civic education. Students who have high learning motivation are better in civic education learning achievement that those who have low learning achievement;

- There is no interaction between keyword technique of democratic learning model and learning motivation towards students' learning achievement of civic education. The absence of the interaction, it can be concluded that the difference between the characteristics of conventional learning models and models of democratic learning techniques keywords for all students' learning motivation are same. This means that for each classification of students' motivation, learning model of democratic techniques keywords are better than conventional learning models.

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