

## Application Of Cooperative Learning Model In Increasing Students' Motivation, Learning Participation And Creativity

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### Abstrak

Motivasi belajar siswa merupakan faktor yang sangat menentukan keberhasilan prestasi siswa dalam belajar. Salah satu faktor yang dapat meningkatkan motivasi belajar adalah penggunaan model belajar yang bervariasi dan relevan dengan pokok bahasan atau materi yang dipelajari. Untuk itulah sangat di tuntut kemampuan guru dalam menggunakan berbagai model pembelajaran. Melalui Penelitian Tindakan Kelas (PTK), yang bertujuan untuk meningkatkan motivasi dan partisipasi belajar siswa untuk meningkatkan prestasi dan kreativitas belajar siswa dengan penggunaan model pembelajaran *cooperative learning*. Hasil penelitian menunjukkan bahwa proses pembelajaran dengan *cooperative learning* dapat meningkatkan motivasi dan partisipasi belajar sehingga dapat merubah paradigma belajar dari *teacher centered* ke *student centered*. Secara tidak langsung metode ini berhasil juga meningkatkan hasil atau prestasi belajar serta kreativitas siswa dalam belajar.

**Kata kunci:** motivasi, partisipasi, siswa, *cooperative learning*

### Abstract

*Student learning motivation is a factor that will determine the success of student achievement in learning. One of the factors that can increase learning motivation is the use of varied and relevant learning models to the subject or material being studied. For this reason, the ability of teachers to use various learning models is highly demanded. Through Classroom Action Research (CAR), which aims to increase students' motivation and participation in learning to improve student achievement and creativity by using cooperative learning learning models. The results showed that the learning process with cooperative learning can increase motivation and learning participation so that it can change the learning paradigm from teacher centered to student centered. Indirectly, this method also succeeded in increasing learning outcomes or achievement as well as student creativity in learning.*

**Keywords:** motivation, participation, students, *cooperative learning*

### INTRODUCTION

Geography is a class of Social Science lessons. So far, there is a kind of assumption that studying social studies, including geography, is identical to rote memorization, making it boring for students, especially now that students only think that social studies subjects are less important than science clusters. This causes

the motivation to learn to be low (Rahmanelli & Nofrion, 2018).

The above situation makes a teacher often not eager to teach because he sees his students do not want to learn and it turns out that the problem is that students do not have the motivation or driving force in learning. Facing such a situation, a professional teacher must realize that the enthusiasm and passion for student learning

is not only determined by the students themselves, but they must also play a role as a motivator (Afnidaleni, 2019).

In connection with this, a teacher is required to use a variety of learning strategies, so that it can serve the individual differences of students, activate students and teachers, encourage the development of new abilities, which in the end students have high learning motivation. This is in line with the educational paradigm shift that changes from the pattern of teaching (teaching) to learning (learning) (Riadi & Normelani, 2017).

Therefore, a teacher as an educator needs to have various teaching methodologies, because the success of the Teaching and Learning Process (PBM) depends on the way/teaching of the teacher. If the teacher's way of teaching is good, the students will be diligent, diligent, enthusiastic about receiving the lessons given so that it is hoped that there will be changes and behavior in students both in speech, manners, motor skills and lifestyle (Suyatinah, 2020). The low motivation and participation in learning is felt at SMA Negeri 1 Aek Songsongan. This can be seen when the teacher explains the subject matter, it appears that students are less interested in participating in the learning provided by the teacher. This can be seen from the indications that there are some students who are not serious when listening to the teacher's explanation, such as making writings that are not related to the subject matter, whispering to their friends or even looking sleepy. This behavior certainly results in students' low understanding of the subject matter of Geography, so that their achievement becomes low (Rendra & Fitriansyah, 2020).

One of these conditions may be caused by the teaching methods used by teachers, or the lack of learning media and the lack of teachers in developing learning materials. The teacher only uses the lecture method, interspersed with minimal questions and answers, so this makes

students bored quickly and less involved in learning activities (Capah et al., 2020).

Such conditions will be resolved when the teacher seeks to determine the solution, namely replacing the learning model that has been frequently used. One of the learning models that are considered capable of overcoming student learning problems above is the group learning model with cooperative learning strategies (Dakhi, 2022; Ndruru, Harefa, & Harefa, 2022; Rosali & Singkawijaya, 2020; Waruwu, 2022; Zagoto, 2022). This learning model departs from the premise of "getting better together" which emphasizes providing wider learning opportunities and a conducive atmosphere. Cooperative learning strategy is a group learning strategy that has recently been recommended by experts. According to Ahadi (2020) suggests two reasons about cooperative learning, first, several research results prove that the use of cooperative learning can improve student achievement as well as improve social relationships, foster an attitude of acceptance of self and other people's shortcomings and can increase self-esteem. Second, cooperative learning can solve problems and integrate knowledge with skills (Ahadi, 2020). Thus cooperative learning has a positive impact on students with low learning outcomes, because it can increase motivation, learning outcomes and storage of subject matter for a longer time (Suyono, 2019).

## **METHOD**

This research is a Classroom Action Research based on the innovation of the lecturer to improve student learning outcomes. In the implementation of this Classroom Action Research, the research subjects were student XI totaling 36 people.

This study used a classroom based action research design with an increase in the elements of motivation and learning achievement, learning achievement and student creativity, to enable it to be found and obtained the effectiveness of

appropriate actions. conducted. The concept chosen as a reference for increasing motivation and learning participation in geography is the student's courage to ask or answer questions, while the reference for increasing learning achievement in geography is the final result of students' cognitive scores that must achieve mastery (Wahyuni, 2020).

Research data were collected through observation and field notes. Observations were made to determine the students' motivation, learning outcomes and learning outcomes in geography in accordance with the designed Lesson Plan (RPP). The field notes were carried out to explore other aspects needed in this classroom action research.

## FINDINGS AND DISCUSSION

### Finding

Based on the evaluation results from observations or observations during implementation in cycle 1, there are several things that can be proposed as improvements in the second cycle as a result of reflection from the first cycle.

Basically the cooperative learning steps implemented by the teacher have involved students in learning so that they are no longer teacher centered. However, in the implementation there are still some things that need to be improved, namely:

- a. In the explanation of the material at the beginning it is recommended to provide more concrete examples, so that it can motivate students' curiosity and eager to find out more.
- b. During group discussions, the teacher must monitor students more intensively so that students who are still playing in the discussion can change to be more active in learning.
- c. Increased learning motivation needs to be directed to all students by always giving rewards in the form of praise or even grades for each student who actively participates in providing input in group

discussions so that it can motivate all students to be active, and group discussions are not only for students who are academically higher .

- d. Cooperation in groups also needs to be continuously motivated by emphasizing to all students who are academically higher, that the group that is considered successful in getting good grades is a compact group, able to work together with fellow members, not working individually, so it is hoped that cooperation will be established for each other. give and take, and always appreciate all.

Learning activities using the cooperative learning model in the second cycle of action are quite good. Things that were considered unfavorable in the first action, such as how the teacher opened the lesson, questioning techniques, group formation techniques, explanations of benefits/benefits and procedures for implementing cooperative learning models had been improved as expected by the researchers. Although the previous weaknesses and shortcomings have been corrected, it does not mean the learning process is good, because there are still weaknesses that need to be considered. The teacher has succeeded in placing himself as a motivator, facilitator, mediator and dynamist in the learning process so that he can motivate and direct his students to improve the weaknesses that have been done previously, especially in the implementation of discussions.

Learning Geography in class XI IPS 1 SMA Negeri 1 Aek Songsongan Asahan, using the cooperative learning model in the third cycle has worked well. This can be seen from the weaknesses or deficiencies that occurred in the second cycle that have been successfully corrected, so that in general they are not encountered again in the third action.

As an illustration, the teacher has carried out the learning steps systematically, which begins with an

explanation of the material to be studied. In his explanation the teacher also uses a varied model, with the optimal use of map media. Meanwhile in question and answer, the opportunity to ask or answer is given equally to all students.

Utilization of the time given by the teacher in the discussion can also be used efficiently by each group. Cooperation between members in groups has also been able to be carried out, so it appears that students who are academically smart are willing to help those who are less fortunate, so that it can be ascertained that the problems in the textbooks of all members know the answers.

The value of democracy has been successfully raised by seeing how students give each member the opportunity to answer problems when he presents in front, or when discussing in groups, so that there is no longer a term that discussions only belong to those who are smart.

This is an indicator of the success of teachers who are able to act as motivators and facilitators as well as good evaluators for students. Giving rewards in the form of praise or the lure of grades turned out to be able to motivate almost all students to be active in discussions, either asking or answering. They no longer feel afraid of being wrong, because the important thing is to be praised, especially when they ask questions and then the teacher discusses the question again by mentioning the questioner, so the students who ask seem very much appreciated and proud.

Table 1. Comparison of Group Average Scores in Cycle One and Cycle Two and Three

No	Group	Student's Answer Score			Description
		Cycle 1	Cycle 2	Cycle 3	
1	I	55	63	69	Complete limit 66
2	II	63	65	70	
3	III	60	62	68	
4	IV	67	64	78	
5	V	58	68	69	

6	VI	66	67	72	
7	VII	56	56	80	
8	VIII	59	70	67	
Score		484	515	563	
Average		60,5	64,38	70,376	

Based on the recapitulation table of the average value above, it is illustrated that after learning with the cooperative learning model in the third cycle, the students' scores have experienced completeness based on the minimum completeness criteria (KKM), which in the first and second cycles have not been completed. The value shows that the average score of the students' post-test results has reached more than 68.63.

Based on the results of observations or observations in the learning process, and based on the results of the post-test in the third cycle of action, the cooperative learning model has been successfully implemented with indicators, motivation and learning participation increasing and student scores have been completed according to the criteria. The final result in the second learning cycle has also produced student creativity in the form of learning media that can make it easier for them to understand the distribution of flora and fauna both in the world and in Indonesia (Khamid, 2022).

## Discussion

Student learning motivation is not only determined by the students themselves, but is also determined by a teacher in implementing learning models both inside and outside the classroom. Therefore, when they find situations of low student motivation that have an impact on learning performance, professional teachers do not necessarily assume that their students are stupid, but teachers will find a way out by applying various learning models (Andriana, 2021).

The results of the research in class XI IPS 1 SMA Negeri 1 Aek Songsongan, showed that the low motivation and learning outcomes that had only used

lecture and question and answer models that bore students, in fact the problem could be solved by applying one of the learning models, namely the cooperative learning model. Based on the results of the study, a learning system using a cooperative learning model can increase the effectiveness of learning

## CONCLUSION

From the results and discussion of the research as previously stated, it can be generally concluded that the classroom action research conducted in this study succeeded in achieving the research objectives, namely increasing student motivation and participation in learning geography.

This success is reflected in the results of process evaluation and evaluation of learning outcomes. Process evaluation is shown by increasing learning achievement, all of which have been completed based on the specified criteria, evaluation of results has also succeeded in producing one form of simple creativity that can be used as a medium in learning.

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