

The Efforts to Improve the Students' Motivation and Learning Outcomes in the History Subject by Using the Sociodrama Method at Grade XI IPS 1 Man 1 Sungai Penuh

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Abstract - The study was aimed at improving the students' motivation and learning outcomes in the History Subject by using the Sociodrama Method at grade XI IPS 1 MAN 1 Sungai Penuh. This study was a Classroom Action Research. The subject of the study was XI IPS 1 students totaling 24 students. The data of this study were collected by using questionnaires to see the changes in the students' motivation in cycles I and II. For the learning outcomes, the test was used. The data obtained were analyzed by using a percentage analysis.

The results of the study related to the learning motivation showed an improvement starting from the pre-cycle of 62% improving in the first cycle by 74%, then improving again in the second cycle to 82%. This illustrates a very satisfying improvement in the motivation. The improvement that occurred in each cycle starting from the pre cycle or before the cycle was only included in the low criteria then after the first cycle it highly improved, then it improved very highly in cycle II. This shows that every cycle of the students' motivation improved. The improvement in the students' learning motivation was also followed by an improvement in the students' learning outcomes starting from the pre-cycle only reaching 69% (incomplete) then improving in the first cycle by 75% (complete), and improving again in the second cycle by 85% (complete). This was because in conducting research using the Sociodrama Method required the students to be active in the learning process.

Based on the results of the study it can be concluded that the students' motivation and learning outcomes in the History Subject can be improved by using the Sociodrama method. Then, it is suggested to the teacher to be able to use the Sociodrama method as a way to improve the students' motivation and learning outcomes in the History Subject.

Keywords - Sociodrama Method, Motivation, Learning Outcomes

I. INTRODUCTION

Education is a very important thing for human life, especially nowadays people are required to continue to struggle to be able to get education for a better life. Nowadays it is in the age of the fourth generation industry or industry 4.0. People are required to be able to survive in facing the fast progress of the era. For this reason, people must continue to struggle to get a better education.

According to the Law No. 2 of 2003 concerning the National education system, the notion of education is a conscious and desirable effort to create a learning atmosphere and learning process so students actively develop their potential to have spiritual strength, self-

control, personality, intelligence, noble character, and skills that are needed, the people of the nation and his country. This learning process is the core of the overall learning process with the teacher, arranged and planned so that the educational objectives that have been implemented can be achieved which is the existence of changes through planned learning experiences to support student development.

From the statement above it shows that the importance of education in an effort to educate the life of the nation. To achieve these educational goals, then in the education system implemented in schools, the goal of national education is achieved through the learning process. In the learning process, learning motivation is needed. Motivation

has a very important role that determines students' success in learning. Motivated students will achieve their goals better than unmotivated students. Learning activities can not be done by the unmotivated students. Thus, in the learning process learning motivation determines the success of students' learning, especially in the History Subject.

Many learning methods can be used in the learning process to improve learning motivation, but the use of learning methods generally still uses conventional methods that make students saturated and bored in the learning process. This is what causes motivation, and students' learning outcomes are low in the History Subject in class and they have not shown optimal results.

Based on the results of observations and interviews by the History teacher on Monday, November 19, 2019 at grade XI IPS I MAN 1 Sungai Penuh, the motivation to learn the history was still low, especially in this class, it was proved that only few students listened to the teacher's explanations; they were not enthusiastic in asking questions

and answering questions from the teacher, the students often entered the class and roam outside the classroom during learning hours, so that the teacher waited for students in the class. Even during the learning process there were students who sleep in class.

In learning students should be required to be more active and creative in collecting and processing information to obtain a solution to the problem that is faced. From the results of interviews with the History Students of grade XI IPS 1 Sungai Penuh, whose initials (AR), it was revealed that the History Subject tended to be considered by the students as a rote subject. Furthermore, the data obtained from the odd semester 2018/2019 learning outcomes, the mean of the students' exam results was under the KKM. While KKM is set at 75%. It was found that out of 24 students only 8 students were able to reach the KKM set by the teacher. For more details the value of students' completeness can be seen in Table 1 below:

Table 1 The Results of the Daily Test of Grade XI IPS 1 MAN 1 Sungai Penuh

No.	Result	Number of Students	Percentage	Criterion
1.	<75	16	67%	Incomplete
2.	>75	8	33%	Complete

(Source: history teacher of grade XI MAN 1 Sungai Penuh)

Based on the above problems, it will greatly affect the students if it is not given a big attention to. Any solutions have to be taken by providing effective learning methods to improve the students' motivation, so it can improve the students' learning outcomes. The selection of learning methods is based on the curriculum objectives and potential of the students is the ability and basic skills that must be possessed by a teacher because the learning methods used by the teacher influence the motivation and student learning outcomes (Kosasi, 1996: 2).

One of the student-centered learning methods is the Sociodrama method, because this method requires active students in the class. Students make their own texts in groups and then display them in front of the class together. This method is suitable for making students motivated in class and also very suitable for developing students' creativity in expressing their ideas and ideas into movements, the teacher only directs with assignments that the teacher gives.

In the Sociodrama activities, there will be an interaction between group members and mutual trust will arise to reveal problems. Then, from the results of the discussion in the game of Sociodrama, students can learn from new experiences in the form of assessments of memory and understanding experienced. When the Sociodrama activities are held, there will be a communication relationship between group members so that an understanding will be created through discussion and question and answer between group members regarding the topic being discussed. In Sociodrama techniques require certain qualities in students which is students are expected to be able to appreciate the characters (roles) or positions that are hugged by the success of students in living that role will determine whether the process of understanding, appreciation and self-identification of values develops (Hasan, 1993 p. 266)

Based on the above problems, the researcher wants to conduct a classroom action research with the title: "**The**

Efforts To Improve The Students' Motivation And Learning Outcomes In The History Subject By Using The Sociodrama Method At Grade XI IPS I MAN 1 Sungai Penuh."

II. LITERATURE STUDY

A. Learning Outcomes

Learning outcomes are the most important part of learning because learning outcomes become one of the benchmarks of the learning process that has been implemented. Sudjana (2009: 3) defines student learning outcomes in essence is changes in behavior as a result of learning in a broader sense covering the fields of cognitive, affective, and psychomotor. While Djamarah (1996: 23) reveals learning outcomes are the results obtained in the form of impressions that result in changes in the individual as a result of learning activities.

To find out the learning outcomes of students in the learning process, learning outcomes are measured. According to Sugihartono, et al. (2011: 130) measurement of learning outcomes is done to find out how far changes in student behavior after living the learning process. Measurements are commonly used by teachers using tests as a measuring device. The measurement results are in the form of numbers or statements that reflect the level of mastery of the subject matter for students.

B. Motivation to Study

Motivation comes from the word "motive", interpreted as an effort to encourage someone to do something. Motivation can be said as the driving force from within to carry out certain activities to achieve goals. Starting from the word *motive*, motivation can be interpreted as the power of the drive's efforts. According to Mc. Donald (in Sardiman, 2010: 73) motivation is "changes in energy in a person who is characterized by the emergence of feeling and preceded by a response to the purpose".

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C. Sociodrama Method

According to Hafiz Muthoharoh (1998: 9) suggests that the method of Sociodrama is a way of teaching that involves students directly to play a role of a character with his appreciation and improvisation. This method teaches students to be bolder and appreciate a more realistic picture of a material.

Whereas Mulyasa (2009: 39) suggests that in the Sociodrama method students have the opportunity to explore the learning potential possessed through the characterization of certain characters in relation to the subject matter. The Sociodrama method also has implications for the use of methods and presentation of subject matter. Furthermore Oemar Hamalik believes that drama activities or expressions are generally favored by children.

III. RESEARCH METHODOLOGY

This research was a classroom action research method (CAR). PTK used was a participant research. The research design refers to the model developed by Kemis and Mc. Taggart is planning, acting (*acting*), observing (*observing*), and reflecting (*reflecting*) carried out cyclically. This study was conducted in two cycles consisting of four meetings. The subject of this research was 24 students of grade XI IPS 1 consisting of 14 male students and 10 female students. The research data was collected through questionnaires, tests, documentations and field notes. The data were analyzed by using a percentage formula and a data regulation.

IV. RESULT

1. There is an improvement in the students' learning motivation from the pre-cycle before the application of the Sociodrama Method in the class only gets a mean of 62%, In the first cycle after the Sociodrama method was implemented it improved to 74%. Furthermore, for the second cycle after the sociodrama method was carried out and the action from the results of reflection in the first cycle improved again, the mean score was 82%. This means that the Sociodrama learning method that the researcher applied successfully can improve the students' motivation at grade XI IPS 1 MAN 1 Sungai Penuh class. For more details, the following table compares student learning motivation from the pre cycle, cycle I, and cycle II:

Table 3. The Comparison of Motivation from Pre Cycle, Cycle I, Cycle II Grade XI IPS 1

No	Motivation Indicators	The Mean of Motivation Indicators			Improved / not	Information
		Pra Siklus	Siklus I	Siklus II		
1	Learning enthusiasm	56%	72%	83%	Improved	Very high
2	Hard working	58%	81%	81%	Improved	Very high
3	Not easily give up	69%	74%	81%	Improved	Very high
4	Think about the future	72%	76%	81%	Improved	Very high
5	Independent	72%	69%	82%	Improved	Very high
6	Tenacious	58%	72%	87%	Improved	Very high
7	Curiosity	62%	75%	82%	Improved	Very high
8	Stimulation for learning	50%	71%	82%	Improved	Very high
	Mean of the indicators	62%	74%	82%	Improved	Very high

2. There was an improvement in the students' learning outcomes from the pre-cycle before the application of the Sociodrama method in the class with a mean score of 69% with a low category. Then, after the Sociodrama method was applied in the first cycle, the overall mean score improved by 75% in the high category. Furthermore, the second cycle improved again to 85% in the very high category. While the number of the students who completed the pre-cycle or the students who were able to achieve the KKM result < 75 were only 8 students while the

students who did not complete or the result under KKM amounted to 18. After the Sociodrama method was applied in the first cycle the number of students who completed improved to 18 students, while 8 students did not complete. Then proceed to cycle II, the number of the students who completed it improved again by 21 students, while those who did not complete consisting of 3 students. For more details, the following table compares the students' learning outcomes from pre-cycle, Cycle I, and cycle II:

Table 3. The Distribution of Comparison of the Learning Outcomes Between Cycle I and Cycle II

	Pre cycle		Cycle I		Cycle II	
Information	Complete	Incomplete	Complete	Incomplete	Complete	Incomplete
Total	8	16	16	8	21	3
Percentage (%)	33%	67%	67%	33%	87,5%	12,5%
Class Mean	67		75		85	

V. CONCLUSION

Based on the formulation of the problem and research objectives that have been stated, it can be concluded based on the findings and results of the research described earlier, it can be concluded that the students' learning motivation and learning outcomes of grade XI IPS 1 MAN 1 Sungai Penuh by applying the Sociodrama Method have increased starting from pre cycle, cycle I to cycle II.

1. The results of the observation show that the students' motivation in the pre-cycle is 62% and has an improvement in the first cycle reaching a mean of 74% then it has improved again in the second cycle to 82%. By this improvement, it means that there is an improvement in the students' learning motivation using the Sociodrama method from low to high and then very high.

2. The observations show that the mean of the students' learning outcomes also improved, starting from pre-cycle of 67 and going up to cycle I by 75 and rising again in cycle II to 85. By this improvement, it means that there is an improvement in the students' learning outcomes by using the Sociodrama method from the low to high category then becomes very high.

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