

Analysis of Students' Learning Motivation in PPKN Learning of Grade V Students at SDN 068343

Emia Latersia S Brahmana¹, Delviana Br. Sinuraya², Helmi Br Ginting³, Meikardo Samuel Prayuda⁴

^{1,2,3,4} Universitas Katolik Santo Thomas, Medan, Indonesia

Corresponding Author:

emialatersia89@gmail.com

Abstract

This study explores the analysis of student learning motivation in Pancasila and Citizenship Education (PPKN) for Grade V students at SDN 068343 Medan. The research employs a qualitative approach through observation, interviews, and document analysis to understand the factors affecting students' motivation in learning Civics. The findings indicate that low motivation among students is influenced by classroom atmosphere, teaching methods, and parental involvement. Teachers can enhance student motivation by implementing varied teaching strategies such as interactive learning, multimedia-based methods, and outdoor learning activities. The study suggests that improving learning conditions and parental engagement significantly contributes to increasing students' interest and enthusiasm in Civics education. These findings provide new insights into educational strategies that foster better learning motivation and engagement among elementary school students.

Keywords

Learning Motivation; Pancasila and Citizenship Education; Teaching Strategies; Student Engagement; Elementary School Education

Introduction

Education is an effort to help children's souls towards a more humane and better civilization, both physically and mentally from their nature. Especially elementary school education, education in Indonesia has different levels, one example is elementary school education, this education is a level of education that applies the values of Pancasila from each of its principles in elementary school education. Pancasila and Citizenship Education is one of the learning that shapes students' character and aims to shape students in civic knowledge, shape character, ethics, skills, and love for the country. Pancasila and Citizenship Education (PPKN) is a subject that we can apply or practice in our daily activities, both at home and at school. Pancasila and Citizenship Education is a science that includes various materials about citizenship, such as democracy, values contained in the 1945 Constitution, local identity, national history, rights and obligations, and Pancasila values. One way or effort to raise students' learning motivation in Pancasila and National Education learning is to create a

comfortable learning atmosphere and make the classroom atmosphere active. Students who are active in learning will have a sense of enthusiasm for learning when they have difficulties in learning because they feel able to solve the difficulties in learning.

However, based on observation data at SD Gugus 1 Kecamatan Sawan, it can be seen that learning motivation is still low, this condition is observed from the activities of students who are still noisy during class hours. When the teacher is not in class, students prefer to play around in class, students prefer to do other activities and do not take the initiative to study independently, and prefer to play around in class. This causes student grades to be below the Minimum Completion Criteria (KKM). This condition also affects learning outcomes, especially in PPKN learning. In relation to some of the problems above, there are several studies that have been conducted in relation to overcoming problems related to student activities or independence in learning in Grade V Elementary Schools.

One of these studies is a study entitled "The Relationship between Parenting Patterns and Learning Motivation with Student PPKN Learning Outcomes". This study shows the importance of the role of parents in supporting student learning motivation. The obstacles for parents in making time, in teaching children, and different parenting patterns. The next study is entitled "Analysis of the Role of Parents in the Learning Motivation of Class II Students of SDN Panggung Kidul Semarang" (Semarang, 2023). This study shows that it is highly expected for teachers and parents to establish good communication, so that children's learning development can be handled properly. Parents are also expected to pay more attention to their children, as well as provide assistance and guidance in their children's learning, so that their learning motivation continues to develop (Prayuda et al., 2024).

Based on the problems found and several reference studies, this study will be conducted with the aim of finding out more about the analysis of student learning motivation in PPKN learning in class V of elementary school. Therefore, this study will be entitled, "Analysis of Student Learning Motivation in PPKN Learning for Class X Students at SDN 068343". The results of this study are expected to be a new foundation related to activities to generate student learning motivation and can also be a breakthrough in maximizing the role of teachers in creating student learning motivation.

Based on learning motivation in PKN learning, several studies have been carried out:

(Hartini & Tresnaningsih, 2020) said that "learning motivation is a process that provides enthusiasm for learning, direction, and persistence of behavior." This means that motivated behavior is behavior that is energetic, directed, and long-lasting. Motivation can also be defined as the drive that drives someone to move their abilities, energy, and time to achieve certain goals. In addition, motivation is related to feelings and behavior. (Dewi et al., 2020) Says that internal and external factors affect students' learning motivation. The level of student attendance and activity can indicate their level of motivation to learn. External encouragement should be used to increase student motivation. Awards should be given to students who excel, encouraging them to learn more actively and achieve better results. Students who do not receive awards will be eager to compete or in learning to get awards. They will compete to get awards. One of the things that makes students' learning motivation is support from parents. Lack of student learning motivation is one factor of lack of intake from parents (Prayuda, 2023).

The development of a child's personality and intellect will automatically develop positively if the parenting pattern applied to him is successful. Every child's development is a

complicated process and involves interaction between the child and his environment. If the parenting pattern applied to the child is good, then automatically the development of the child's personality and intellect will move in a better direction. Every child's development is a complex process, it cannot be formed only from within the child, but also the environment in which he lives. Motivation is an urge experienced by someone to do an intentional or unintentional act to achieve a certain goal. "The higher the child's motivation to achieve a certain learning goal, of course it will have a positive impact on improving his learning outcomes."

Methods

The method that will be used in this study is Qualitative research using methods, steps, and procedures that involve more data and information obtained through respondents, who have the ability to express their own opinions and feelings to gain a broader understanding of the research subject. A qualitative approach allows researchers to explore the complexity, context, and nuances of a problem or phenomenon, often through data collection such as in-depth interviews, observations, participation, or document analysis. Through observation and interviews we can collect the data that we will need in conducting research. This research will be conducted at SDN 068343 which is located at Jalan Pinang Raya 4 No. 1, Perumnas Simalingkar, Medan. And was carried out on Monday, June 20, 2024. This research instrument was carried out by interview and observation to as well as documentary evidence to collect some of the data we need to do. The research subjects in the research we conducted were grade V students at SD N 068343 Medan and the teachers in the school. With a sample size of 23 teachers, there were 22 female teachers and 1 male teacher. The data collection tools that we use are by means of site observation, interviews with grade V students and teachers, the principal of SDN 068343 and, documentary evidence, which collects some of the data we obtain, also to find out their perspectives, experiences, and understanding of student learning motivation in Civics subjects in grade V elementary schools, reviewing classes, and analyzing the learning atmosphere in Civics learning in grade V.

To increase the learning motivation of grade V students in Civics lessons, teachers can create a new classroom atmosphere, or change the learning method to be different, not the same as usual, which only uses lecture methods, and focuses on textbooks/thematics. Teachers can invite students to study outside the classroom occasionally, for example, such as study tours, but in accordance with the material being taught. In addition, teachers can also teach students with multimedia-based learning methods, for example by showing animated video learning related to the Civics material being taught by the teacher. This method can also increase student learning motivation, because using animated videos, this method can be very popular with students because the video uses interesting animations, so they don't get bored easily during learning.

Discussion

Based on the research conducted at SDN 068343, the findings indicate that the learning motivation of Grade V students in Civics Education (PPKN) is still relatively low. Observations showed that many students exhibited a lack of interest and engagement in learning activities. During class hours, students were often distracted, engaged in side conversations, or preferred playing rather than focusing on lessons. Interviews with teachers

confirmed that students' enthusiasm for Civics Education was minimal, as they viewed the subject as monotonous and less interactive. The results also revealed that many students did not actively participate in discussions or take the initiative to complete assignments without direct instructions from the teacher. Documentary analysis of student grades further supported these findings, showing that a significant number of students scored below the Minimum Completion Criteria (KKM). This lack of motivation directly impacted their academic performance in Civics Education, highlighting the need for new strategies to enhance their interest and engagement in learning.

The study identified several internal and external factors affecting students' learning motivation in Civics Education. Internal factors include students' personal interest in the subject, their level of confidence, and their perception of the relevance of Civics Education to their daily lives. Some students reported that they found the subject less engaging due to the conventional teaching methods used, such as rote memorization and lecture-based instruction. External factors play a crucial role in shaping students' motivation. One of the most significant external factors is parental involvement. Based on interviews with teachers and students, it was found that students who received support from their parents, such as guidance in completing assignments and discussions about Civics topics at home, tended to show higher motivation in learning. However, many parents lacked the time or awareness to actively participate in their children's education, which contributed to low motivation levels.

Additionally, the classroom environment and teaching methods were found to significantly influence student engagement. Teachers who relied solely on traditional lecture methods struggled to maintain students' attention. In contrast, classrooms that incorporated interactive learning methods, such as group discussions, role-playing, and multimedia presentations, witnessed increased student participation and enthusiasm. To address the issue of low motivation, the study suggests several strategies to create a more engaging and effective learning environment for Civics Education. One recommended approach is incorporating multimedia-based learning. The use of animated videos, interactive digital platforms, and visual aids can help capture students' interest and make abstract Civics concepts more tangible and relatable. Observations indicated that students responded positively to video-based learning, demonstrating higher levels of engagement and comprehension.

Another effective strategy is implementing experiential learning activities, such as field trips and simulations. For instance, taking students on a study tour to local government institutions or cultural heritage sites can provide them with real-world connections to the concepts discussed in Civics Education. Teachers at SDN 068343 who experimented with this approach reported a noticeable improvement in student enthusiasm and participation. Furthermore, fostering a collaborative classroom environment through group discussions and peer learning activities can enhance motivation. When students are given opportunities to express their opinions and engage in meaningful discussions, they are more likely to develop a sense of ownership over their learning. Teachers can also introduce gamification elements, such as quizzes and rewards, to create a competitive yet supportive learning atmosphere.

The role of teachers is fundamental in shaping students' attitudes toward learning. Teachers should adopt a more student-centered approach, recognizing the diverse learning styles and needs of their students. By incorporating interactive teaching methods, providing constructive feedback, and recognizing students' achievements, teachers can foster a more positive learning experience.

Parents also play a vital role in supporting their children's learning motivation. The findings suggest that parents should be encouraged to actively participate in their children's education by monitoring their progress, discussing school-related topics at home, and motivating them to set academic goals. Schools can organize regular parent-teacher meetings and workshops to strengthen collaboration between educators and families.

Conclusion

Based on the results of the study regarding the analysis of student learning motivation in PPKN learning for grade V elementary school at SDN 068343 conducted by researchers, it shows that student learning motivation is influenced by two factors, namely, the school environment and the family environment. The way teachers overcome school environmental factors is by using effective and interesting learning methods. Family environmental factors can be overcome by guiding and paying attention to children so that they are more motivated in learning. With motivation, students will be more enthusiastic in participating in learning and motivation, we will also try to achieve our goals.

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