

SE-024

**THE APPLICATION OF QUANTUM MODEL LEARNING TO IMPROVE STUDENT
LEARNING MOTIVATION ON SCIENCE SUBJECT STATE CLASS V
SD 064 978 MEDAN DENAI**

Nani Barorah Nasution

*Faculty of Education, State University of Medan
Jl. Willem Alexander Psr V Post Box No. 1589-Medan 20221 Phone (061) 6636753
E-mail: nani.barorah@gmail.com*

ABSTRACT

The purpose of this study was to determine students' motivation in the subject matter in the frictional forces Elementary School Fifth grade 064 978 Sub Denai. This study aims is to improve students' motivation in learning with the applications of Quantum Learning Model in the subject matter Frictional Force. Subjects in this study were students of class V Elementary School 064 978 Sub Denai, academic year 2013/2014 the number of 30 students consisting of 10 male students and 20 female students. The study was a classroom action research (Classroom Action Research). Data collection techniques used is to use observation sheets and questionnaires. And the results of the research showed that students' motivation show significant improvement. It can be seen from the average increase students' motivation for each cycle, the initial conditions of students' learning motivation scores of 30 students, who are motivated are 5 people with the percentage (16.7%), and student motivation scores on the first cycle meeting I rose to 12 motivated students with a percentage (40%), and an increase in the first cycle II meeting that 18 students were motivated by persentas (60%), and also an increase in the second cycle of the first meeting of which 24 students were motivated by percentage (80%), and significant changes in the second cycle II meeting that 28 students were motivated by a percentage (93.3%).

Keywords: *Quantum Learning Model, Learning Motivation*

INTRODUCTION

Science is one of the subjects that must be learned in elementary school, science is a knowledge that deals with objects and events based on observation and experiment around us. Discuss and learn the science is not enough just to transfer what is in the textbooks to students. Because of what is contained in the text of the new book is a one-sided or one dimension of the science. The dimension of "product", should arranged in a complete and systematic. Textbooks are important but there is another side of the IPA is no less important is the dimension of "process", meaning the process of getting the science itself.

It has been said before that the IPA is obtained through research by using specific measures called the scientific method. Of course, elementary school children are not taught how to make a complete study, but it can be introduced gradually, for example, to observe carefully and report observations to classmates. As a first stage efforts, this process is precisely the dimension is very important in supporting the development process of the students as a whole because it can involve all aspects of the child which includes cognitive psychological, effectiveness, and psychomotor. Through this process the dimensions of learners gain the ability to dig their own existing knowledge of the environment, so that learners can always learn whatever, whenever and wherever they please.

Based on the observations of the author when he saw the teacher teaching is still focused only on textbooks, teachers only explain what is in the book and asked students to record and memorize what is in bukupelajaran. Teachers do not encourage students to use the facilities and the nature that is around the school, so that students are less active in the learning process and students are less motivated to learn science. Many students are lazy and sleepy when learning science, students face terlihat like no passion when entering hour science lessons. The other side should a teacher should be able to motivate their students to have a high learning spirit. For example, explain the subject matter by using concrete examples, according to the student experience, and invite students to join his own practice, make observations, conduct discussions so that the students' intellectual abilities, attitudes, interests and creativity of students is increased.

Learning. Learning is one of the activities of human endeavor that is very important. According Slameto (in Mardianto, 2011: 34) states that "Learning is one of the activities or activities by individuals to obtain a new behavior changes as a whole, as a result of the individual's own experience in interaction with their environment.

While According to Shah (2010: 68) states that "Learning is the stage the whole behavior change relatively sedentary individuals as a result of experience and interaction with the environment that involves cognitive processes".

Based on the above opinion can be concluded that learning is a business or activity that aims to make changes in a person, include: changes in behavior, attitudes, habits, knowledge, skills and so on.

Motivation. According Sardiman (2011: 75) "Motivation is a series of efforts to provide certain conditions that a person is willing and wants to do something, and if he does not like, it will attempt to negate or dislike it. Meanwhile, according Hamalik (2010: 71) "Motivation is the driving force, a conscious effort to influence a person's behavior that he was moved to act to do something so as to achieve a particular result or purpose".

Based on the above opinion, it can be conclude that the learning motivation is the driving force that is internal or external drives someone in directing behavior to learn that he achieved the expected results. Therefore, in teaching and learning are indispensable motivation to learn to be optimal results.

Model Quantum Learning. According to DePorter (2013: 16) states that "Quantum Learning as interactions that convert energy into light". Quantum Learning here is the orchestration of various kinds of interactions that exist in and around the learning situation. This interaction includes elements for effective learning that affect student success, the ability to change students natural talents into light that will be beneficial to themselves and to others. Husamah (2013: 124) "Quantum Learning is a concept for learners to be able to absorb the facts, concepts, procedures and principles of a science with a quick, fun and memorable".

Based on the expert opinion on the above, it can be concluded that the quantum model of learning is learning model made by teachers to take advantage of all interactions that are used in learning activities that can meningkatkan student motivation in achieving learning goals.

METHODOLOGY

This research is a Class Action Research (Classroom action reasearch) is a form of research that teachers do an action to improve the learning process, which consist with planning (Plan), action (Action), observation (Observation), and reflection (reflection) stages. The model used in this study is the quantum model of learning. Subjects in this study were Elementary School fifth grade students 064 978 Sub Denai totaling 30 persons are 10 male students and 20 female students. Data collection techniques used is by using observation sheets and questionnaires.

RESULTS AND DISCUSSION

The general objective of this study is to obtain data on students' motivation to use learning quantum models. In particular, the objectives of this research was to determine how to increase students' motivation to perform the application of quantum model of learning in the subject matter frictional forces in class V SDN 064 978 Sub Denai.

- I. The Observations of student motivation in the first cycle 1 meeting show only (40%) students were motivated and for the second meeting students' motivation is slightly increased (60%). This criterion is still relatively less and have not been in line with expectations. With details on the first meeting cycle there were 12 students (40%) had high motivation, 10 students (33.3%) have sufficient motivation, and 8 students (26.7%) had low

motivation, whereas in the first cycle 2 meeting there are 18 students (60%) have a high motivation, 7 the remainder (23.3%) have sufficient motivation, and 5 people (16.75) have less motivation.

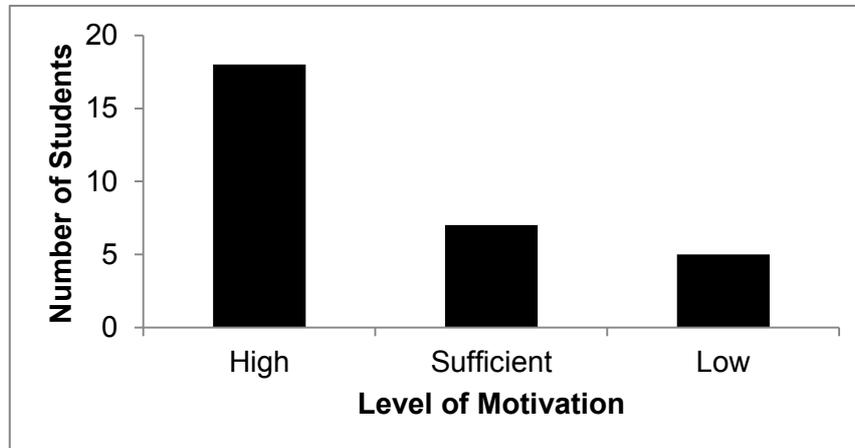


Figure 1. Graph of Student Motivation Questionnaire Results In the First Cycle

2. Based on the observation of student motivation in the first cycle 1 meeting has been relatively high, namely 24 students (80%) who have a high motivation, 4 students (13.33) which have sufficient motivation, and 2 students (6.7 %) who have less motivation. And the observation of student motivation in the second cycle is high in the second meeting which (93.3%). This is in accordance with expectations and should not be continued in the next cycle, with details of 28 students (93.3%) are motivated to learn to have a high motivation, and 1 student (3.3%) sufficiently motivated to learn and also 1 people (3.3%) are not motivated to learn.

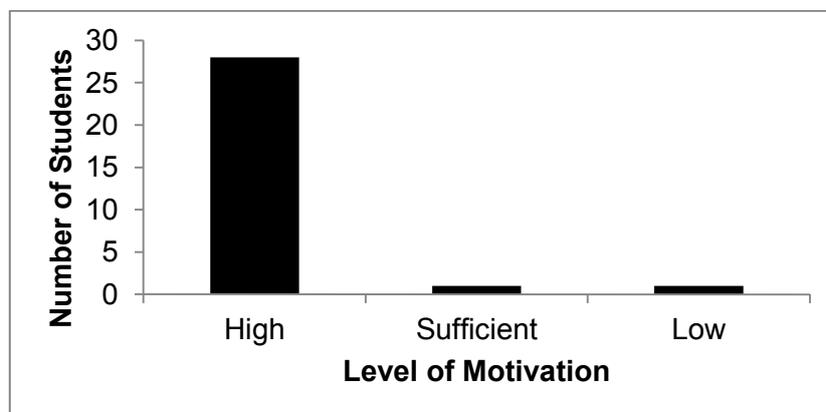


Figure 2. Graph of Student Motivation Questionnaire Results In the Second Cycle

CONCLUSION AND RECOMMENDATION

Based on the observation data carried in the Elementary School 064 978 Sub Denai against efforts to improve students' motivation in learning science subject matter frictional force with the use of Quantum Learning learning model, the researchers made the following conclusion:

1. Students' motivation increased after applying the learning model of Quantum Learning in Elementary School Fifth grade 064 978 Sub Denai on teaching science subject matter frictional force.
2. By applying the learning model of Quantum Learning in science subjects can improve the quality of teachers do pembelajaran process and improving the quality of student learning outcomes.
3. Based on the results of the study showed that the observation of student motivation in the initial conditions are 5 students who have the motivation and the 25 students lack the motivation to learn. However, after the action on the first cycle of the first meeting there were 12 students who are motivated and who were less than 18 people and unmotivated. And in the first cycle 2 meeting there were 18 students who are motivated and who were less than 12 people and unmotivated. While in the second cycle 2 meeting there were 24 students and 6 people motivated and unmotivated students less. While in the second cycle 2 meetings there are 28 students and 2 students are motivated less and unmotivated. So as conclude, after applying the learning model of Quantum Learning in the subject matter frictional forces in the Village Elementary School Denai 064 978 2013/2014 academic year. Indicates that the value of students' motivation has increased significantly.

Based on the research results and conclusions above, can put forward some recommendations:

1. Teachers should be expected to do the teaching in primary schools using learning model Quantum Learning as an alternative in learning activities for Quantum Learning model of learning can increase student motivation and to train students to learn actively.
2. Should the beginning of the lesson the teacher always gives motivation and reinforcement by giving praise to make students more confidence and enthusiasm in participating in class.

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