
LEARNING GENERATIVE MODEL APPLICATION TO IMPROVE PRIMARY SCHOOL GRADE V STUDENT'S LEARNING MOTIVATION

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Abstract

The problem in the study is the lack of student motivation on the subjects of Social Sciences students' class V SD N 101883 Tanjung Morawa. This study aims to improve students' motivation by using generative learning model in student's class V. The subjects were students of students' class V with the number of students 33 people. Data collection techniques used is observation student motivation and teacher activities. Of the 33 students in cycle I meeting I value the class average is 59.2 with 10 motivated students (30.30%). Cycle I meeting II class average value was 64.5 with 11 students who are motivated (33.33%). Cycle II meeting I value the class average is 83.5 to 31 motivated students (93.93%). Cycle II meeting II class average value was 90.6 with 33 students motivated (100%). Based on the results of research and data analysis can be concluded that by using generative learning model can improve students' motivation in social studies students' grade V SD N 101883 Pasar Tanjung Morawa. It is therefore recommended that teachers use generative models in an effort to increase student motivation.

Keywords: learning motivation, learning models, learning generative.

A. INTRODUCTION

The world of education has a very important role in shaping and generate human resources capable of making and implementing the next generation of development in all fields. Education is a business that aims to educate the nation, and is a key principal very important role in achieving the ideals of the nation. To realize these goals, of course, required a maximum effort from all parties, including government, community, students, and especially those of teachers. As a driver education teachers should be skilled and creative in the delivery of lessons so as to improve the quality of education and can achieve educational goals.

Related to the quality of education at primary school level to date is far from what is expected, especially in the quality of learning. In the learning process of students tend to be less motivated to develop and hone the ability to think, but more focused on the ability to memorize lessons and information . By learning each person will experience a change for the better, and can survive in the midst of life are increasingly sophisticated and can compete closely and sportsmanship as in this day and age.

In these conditions, teaching social science also plays an important role in realizing the goal of education, but in reality on the ground it has not materialized as expected. Lesson of social science is still often considered as the subjects were less important, so it is less interested in studying in depth. Still often considered lessons trivial are just as material complementary, as well as at school most of the students consider that these lessons are lessons boring because most contain theory and rare practice, so that students are less motivated to learn and many students do not pay attention to learning. Many students in the learning process required to memorize without understanding the theory of the material being studied, so that the knowledge gained can only survive in the short term. In fact, teachers are also rarely use instructional media that support the learning objectives. Perhaps teachers often use methods that are less varied, which only uses lectures, rote, and administration tasks, making it less cultivate the willingness of students to learn.

The use of learning models that match the characteristics of students is expected to increase students' motivation because improving the quality of learning cannot be separated from efforts to apply the learning methods that can motivate students to learn more effectively. But now, teachers are often reluctant to choose a learning model that corresponsive to the learning material, resulting in less-developed learning process and slow, and students often feel bored with the monotonous learning process, so of course the effectiveness of learning is very less. Along with the progress and development of this present age, student learning outcomes expected to increase, especially in social studies learning, the varied learning model is needed to be applied in the learning process in the classroom and must be adapted to the material to be taught.

Generative learning model is an explanation of how one student to build knowledge in mind, such as building the idea of a phenomenon or construct the meaning of a term, and also build a strategy to arrive at an explanation of the question of how and why. The gist of the generative learning model is the brain does not receive information passively, but actively constructs the interpretation of the information and then make conclusions.

Motivation or encouragement has a very strong role in determining the realization of a planned action, and the effect on the motivation and success of the learning process. The impetus may be a reward or threat. Encouragement can also occur as part of the consciousness of the soul that is offset by the expectation of something that will be achieved.

According to Mc.Donald (in Sardiman 2011: 73) "the motivation is the energy change in a person who is characterized by the emergence of" feeling "and preceded with the response to their destination". This opinion is also reinforced by the opinions Hamalik, (2001: 158) "the motivation is the energy change in a person who is characterized by the emergence of feelings and reactions to achieve the goal. According to Greenberg and Baron (Ma'mun Khairani 2013: 176), stated "motivation is a process that encourages, directs and maintain human behavior toward the achievement of goals and all that is in man to establish motivation. In this context Mujib (Ma'munKhairani 2013: 176), states that "the motivation is the accumulation of power and strength that there is in a person to encourage, stimulate, stir, stir and give hope to the behavior." According to Sardiman, (2011: 75) "motivation can also be said to be a series of attempts to provide certain conditions, so that a person willing and want to do something, and if he does not like, it will seek to eliminate or circumvent feeling like that." To do certain activities motivation is also a mover encourage individuals to act actively. So the motivation to become active at certain times, especially when the need to achieve these goals is perceived.

According to Hamalik, (2001: 158) there are two principles that can be used to review the motivation, is: 1). Motivation is seen as a process. Knowledge of this process will help us explain the behavior we observe and to predict the behavior-behavior on someone else; 2). We define the character of this process by looking at the clues of his behavior. What clues can be trusted, we can see its usefulness in predicting and explaining the behavior of others.

Based on the above opinion, that motivation is an effort or impulse that causes a person motivated and directed to act do something in order to meet their needs and achieve the goals to be achieved. In the course of learning, the motivation can be defined as the overall driving force that encourages students to act actively in achieving a goal of learning. Motivation to learn is composed of internal drive and external encouragement to students who are learning to influence behavior. There are several factors that affect the learning motivation of the students, according to Purwanto (Handrianto: 2012), "which factors intrinsic motivation (interests, ideals, the condition of the students), and factors extrinsic motivation (anxiety of punishment, reward and praise, role parents, the role of teachers, and environmental conditions).

There are various theories of motivation, one of the famous theory usefulness to explain the motivation of students is developed by Maslow (1943.1970). In Slameto (2010: 171) Maslow believed that human behavior are raised and directed by certain needs. These needs (which motivates a person's behavior) divided by Maslow into 7 categories:

1) physiological (food, clothing, shelter), 2) security (threatened environments, which give rise to anxiety and fear), 3) love (needs affection and affinity with other people), 4) appreciation (needs flavors appreciated, admired, respected by others), 5) self-actualization (develop themselves fully, realizing the potential held), 6) to know and understand (satisfy curiosity, to gain knowledge, to understand something), 7) aesthetic needs (the need for regularity, balance and check of every actions).

According to Sardiman (2011: 85), there are three functions of motivation is as follows: 1). encourage people to do, so as a driver or motorcycle that releases energy. Motivation in this case is the motor of any activity to be undertaken, 2) determine the direction of action, i.e. in the direction of the goal. Thus, the motivation can provide the direction and activities that must be done in accordance with the formulation of the goal, 3) selectactions that determine what should be done to match in order to achieve the goal, to set aside actions that are not useful for that purpose. Motivation that exist in every person that has characteristics, as expressed by Sardiman (2011: 83) as follows: 1) diligently face the task, 2) tenacious difficulties (not quickly despair), 3) showed interest in various issues, 4) prefer to work independently, 5) quickly bored on routine tasks, 6) can retain its opinion (if it is convinced of something), 7) not easily let go of these beliefs, 8) glad to locate and troubleshoot problems.

Based on the understanding and analysis of motivation that has been discussed above, according Hamalik (2010: 162) motivation can be divided into two types: "1) The intrinsic motivation and 2) extrinsic motivation." Intrinsic motivation is motivation that is covered in a learning situation and meet needs and goals of the students. Motivation is often also called pure motivation. Motivation is intrinsic motivation in students life and useful in learning situations are functional. Extrinsic motivation is motivation that caused by factors outside learning situations, such as credit points, diploma, degree prizes, medals, and competition is negative and punishment. Extrinsic motivation is still needed in school, because school teaching is not all attract students or in accordance with the needs of students. Therefore, the motivation for the lesson that needs to be raised by teachers so that students are willing and eager to learn.

According to Aris Shoimin (2014: 77) "learning theory generative an explanation about how one students build knowledge in mind, such as building the idea of a phenomenon or construct the meaning of a term, and also build a strategy to arrive at an explanation of the question how and why." According to Ngalimun (2014: 177), "generative basis is constructivism with syntax orientation -motivation, disclosure initial concept ideas, challenges and serving the concept, application, summary, evalusai, and reflection." The

gist of the generative learning model is the brain does not receive information passively, but actively constructs the interpretation of the information and then make conclusions.

The steps of learning by using generative models according to Aris Shoimin, (2014: 78) is as follows: a) The orientation phase, the students are given the opportunity to build an impression of the concepts being studied by linking the material with everyday experience. The goal is that students are motivated to learn the concept. b) stage disclosure of the idea, that students are given the opportunity to express their ideas related to concepts which been learned. At this stage, students will realize that there are different opinions about the concept. c) challenges and restructuring phase, i.e. teachers prepare an atmosphere in which students are asked to compare their opinions with other students' opinions and express their opinions on the advantages of the concept being studied. Then, the teachers proposed a demonstration to test the truth of student opinion. At this stage, it is expected that students have started to change their understanding of the structure (conceptual change). d) application phase, the activities in which students are given the opportunity to test alternative idea that they built to solve the problems varies. Students are expected to evaluate the advantages of the new concepts he developed. Through this stage, the teacher can ask students solve problems, whether simple or complex. Phase look back, the students are given the opportunity to evaluate the weaknesses of the old concept. Students are also expected to recall what they have learned during the lesson.

B. METHODOLOGY

This type of research is a classroom action research using generative learning model as the main target. Where this research seeks to explain the application of generative model to increase student motivation to learn social studies class V SDN 101 883 Pasar Tanjung Morawa. Subjects were students of class V Elementary School 101 883 Pasar Tanjung Morawa totaling 33 Orang. Men and women numbered 14 amounted to 19 people. The object of this research is to improve students' motivation in social studies using generative models. Data collected through observation. Observations made by the class teacher where the research took place. The objective is to observe the activities of the students in the learning process that is based on the observation sheet that had been prepared as well as provide an assessment based on observations made, in order to get results in improving student behavior change lesson. The criteria for success increasing student motivation, when the average classical > 70 .

Cycle I

1. Plan

In the planning stage, the researchers held a meeting with classroom teachers to discuss the stages of implementation of action research. At these stage activities to be carried out: a) create a learning implementation plan documentation; b) designing learning media; c) prepare teaching materials on the subject of Valuing People Services in preparing for Independence; d) make the observation sheet studies to assess the motivation of students and teachers.

2. Action

After a well-crafted plan, then the implementation of the action in the learning process. In one cycle of execution of the actions carried out as much as 2 meetings. The activities carried out in the implementation phase include: a) researchers act as teachers and carry out the learning process in accordance with lesson plans that have been prepared; b) teacher explains in general about the material appreciate the services of the characters in preparing for independence; c) teachers give students the chance to build up his impression of what is being studied by linking the material with the observed in life daily; d) the teacher asks student for put forward his opinion which has been prepared as at points and every student expression, without questioning whether or opinions expressed; e) after student reveal opinion, students requested You are welcome compare his opinion with opinion other students. And in Here the teacher gives directives, or hint to student to search for real answers so that student start realize and change pattern think and opinion; f) through pattern think mentioned student directed for evaluate thoughts/opinion, so student know what weakness and excellence his opinion. And the students are starting to realize the weakness of his opinions, and can accept his opinion; g) and students be expected could apply opinions that have been fixed earlier in the day-to-day life and is expected to make a summary order student remember back.

3. Observation

At this stage, the observation of the implementation of measures using observation sheets that have been prepared. V class teachers together researchers conducted observations and fills observation sheet to see the learning activities of students and teachers' activity related to the suitability of the action plan that has been drawn up.

4. Reflection

Reflection in action research include the analysis and assessment of the implementation of actions and observations that have been made. This reflection is done to look for improvements next action. So from the data that has been obtained can be

inferred from the actions of cycle I. The results of this reflection that would underlie the planning for the next cycle when the expected goal of researchers has not been reached.

Cycle II

1. Plan

The activities at this stage will be carried out: a) creating a plan of implementation of learning. b) prepare teaching materials with respect basic services figure in preparing for independence

2. Measures

The activities carried out in the implementation phase include: a) besearchers act as teachers and carry out the learning process in accordance with lesson plans that have been prepared; b) teacher explains in general about the learning material appreciate the services of the characters in preparing for independence; c) teachers me mberi students the chance to build up his impression of what is being studied by linking the material with the observed in life daily; d) the teacher asks student for put forward his opinion which has been prepared as at points c. And every student expression, without questioning whether or opinions expressed; e) after student reveal opinion, students requested You are welcome compare his opinion with opinion other students. And in Here the teacher gives directives, or hint to student to search for real answers so that student start realize and change pattern think and opinion; g) through pattern think mentioned student directed for evaluate thoughts / opinion, so student know what weakness and excellence his opinion. And the students are starting to realize the weakness of his opinions, and can accept his opinion; h) students be expected could apply opinions that have been fixed earlier in the day-to-day life and is expected to make a summary order student remember.

3. Observation

There was conducted observation phase to the implementation of actions using observation sheets that have been prepared. V class teachers and researchers did the observations and fills observation sheet to see the learning activities of students and teachers' activity related to the suitability of the action plan that has been drawn up.

4. Reflection

Reflection in action research include the analysis and assessment of the implementation of actions and observations that have been made. This phase is observed in detail everything that happens in the classroom at each meeting of the second cycle. So from the data that has been acquired can be concluded in the second cycle.

C. RESULTS AND DISCUSSION

Based on the research results, the classical increase in the average value of students' learning motivation of cycle 1 (the meeting I and II) and cycle 2 (the meeting I and II), can be seen in the table below:

Table 1. Average Score Improvement Classes

Cycles	Meeting (Session)	Average value
1	To-I	59
	To-II	63.84
2	To-I	82.84
	To-II	89.63

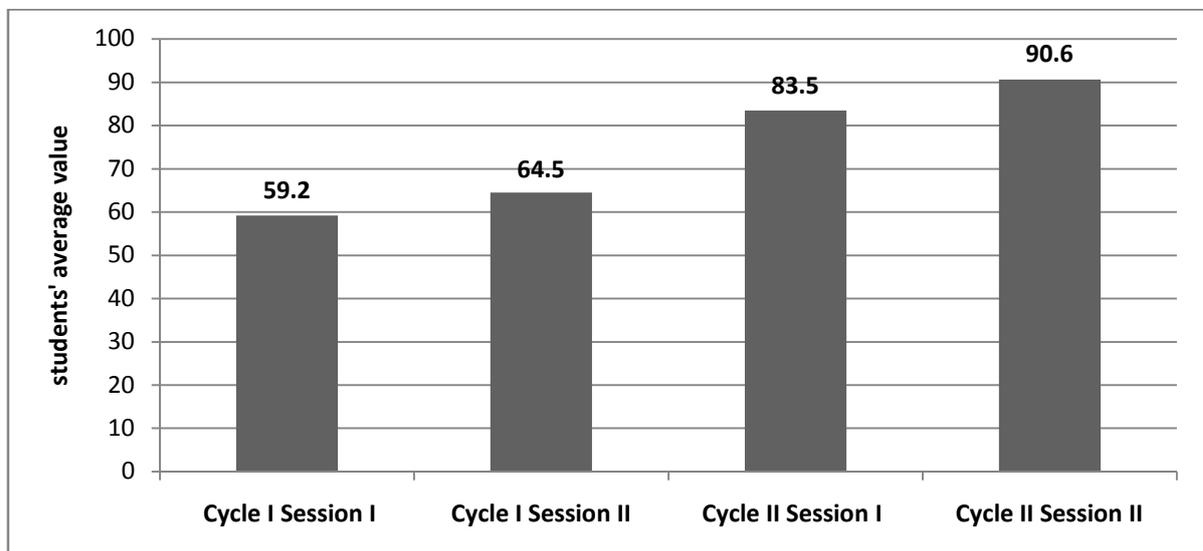


Figure 1. Diagram of Increased Average Value Class

While the increase in the number of students who are motivated and success percentage in cycle 1 meeting class I and II as well as the cycle of 2 meeting I and II are summarized in the table below:

Table 2. Increasing Number of Students Motivated

Cycles	Meeting (Session)	The number of students	Percentage
1	To-I	10	30.30%.
	To-II	11	33.33%.
2	To-I	31	93.93%.
	To-II	33	100%

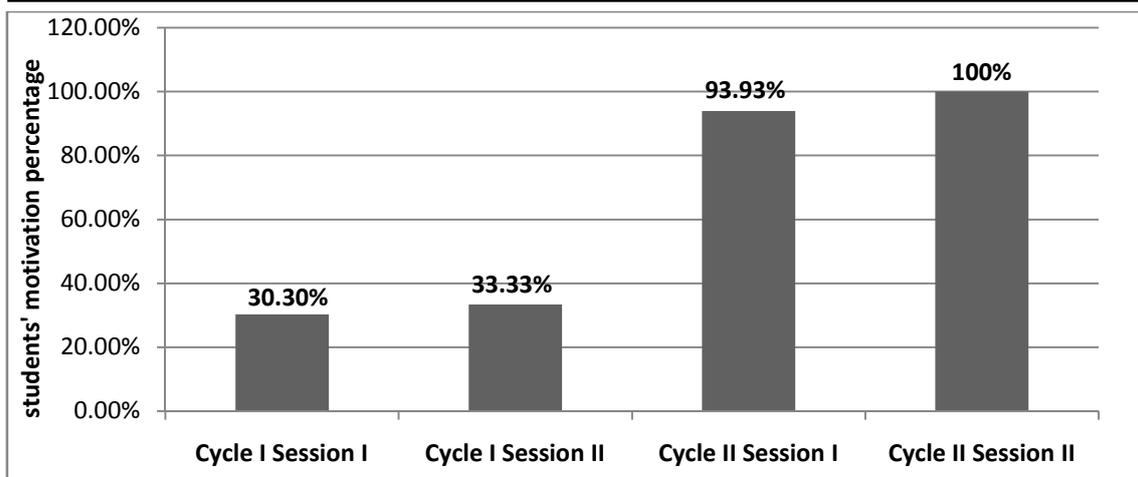


Figure 2. Diagram of Increasing Number of Students Motivated

In addition to increased student motivation, there is also an increase in observations of teacher assessment. Data on teacher performance results are used to determine the performance of researchers who act as teachers for the implementation of the teaching-learning process takes place. Data obtained from the results of the performance of teachers teacher observation sheet. Based on observations and analysis of data obtained as follows:

Table 3. Summary of Teachers' Observations

Meeting		Total Points	Value	Criteria
Cycle 1	I	27	67.5%	C
	II	29	72.5%	B
Cycle 2	I	33	82.5%	B
	II	38	95%	A
Average			79.38%	B

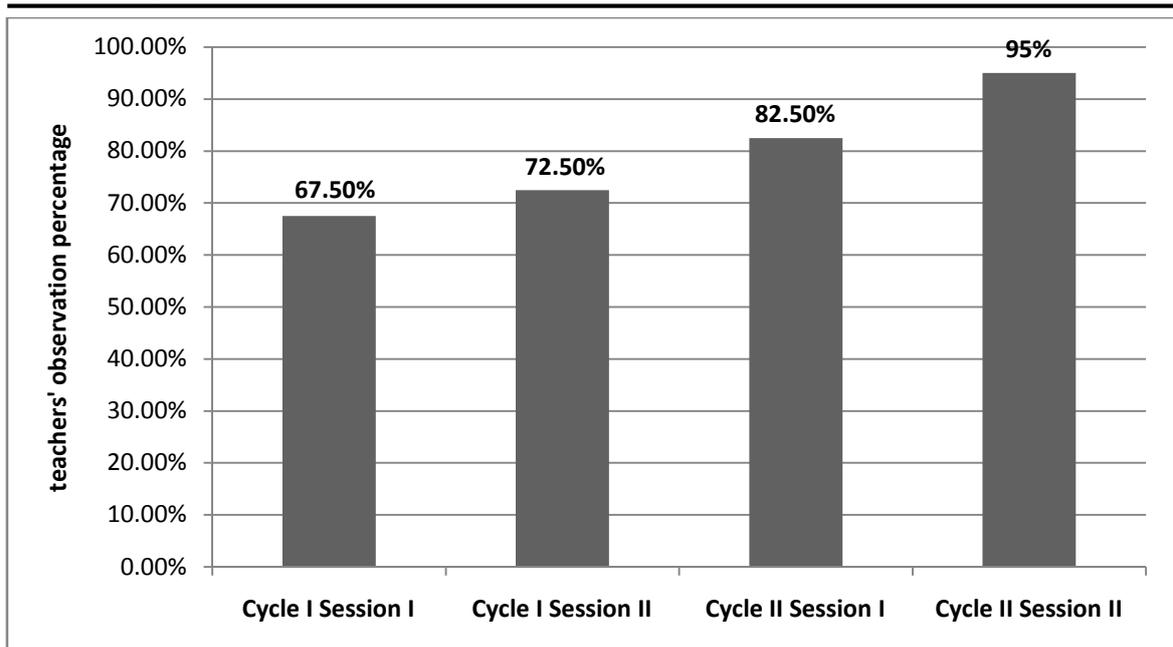


Figure 3. Diagram of Teachers'Observations for Research

D. CONCLUSIONS AND RECOMMENDATIONS

From the discussion of classroom action research conducted by the application of generative models in improving student motivation on the subject appreciate the services of leaders in preparing for independence in the class V SDN 101 883 Pasar Tanjung Morawa can be deduced:

1. By using generative models can increase students' motivation on the subject appreciate the services of leaders in preparing for independence and it can be seen from the increase in student motivation in every meeting.
2. There is an increased motivation of the students individually in each meeting. Of the 33 students, 33 students have increased during the study.
3. There is an increase in the average value of the class at each meeting. In cycle I, meeting I value the class average is 59.2 and the meeting II was 64.5. In cycle II, meeting first class average value of 83.5 and a meeting II is 90.6.
4. In cycle I, the first meeting the number of students who are motivated as many as 10 students with a percentage of 30.30% and the second meeting is 11 students with a percentage of 33.33%. In cycle II, the first meeting that motivated the number of students is 31 students with a percentage of 93.93% and the second meeting is 33 students with a percentage up to 100%.

From the conclusions that have been drawn, then the suggestions can be submitted from this study are:

1. Students should be given the motivation to be more motivated and encouragement when learning. Because the students' motivation will increase the success of student learning.
2. Teaches social studies using conventional methods would make students bored and inclined vacuum during the process of learning. Therefore, teachers need to perform the method or model of learning varied as varied models.
3. As a teacher, the teacher is advised to be more creative in conducting action research for research conducted will be very useful for students and improve teaching skills of teachers.
4. Suggestions for researchers and practitioners should continue to assess various models of learning in order to become a reference when teaching in the future.

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