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Use of Simulation and Discussion Methods in Increasing Student Learning Motivation Madrasah Ibtidaiyah Teacher Education at STAI Kupang

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Abstrak

Being a teacher who is successful in learning is one process that is not easy to pass for a teacher. A learning is said to be successful if students succeed in learning, succeed in understanding what has been learned and are semangat or motivated in following the learning process. Apart from all that, of course teachers must be creative in motivating students in various ways. One of them is creative in using the right methods in the teaching and learning process or learning process. The purpose of this study is to analyze the use of learning methods in motivating learning for PGMI STAI Kupang students in the even semester of 2021/2022. This type of research uses a qualitative approach. The data source amounted to 27 informants. Data collection techniques through observation and interviews. The data analysis technique uses triangulation descriptions of sources. The results of research through interviews and observations prove that the use of simulation and discussion methods in learning activities can motivate the learning of Madrasah Ibtidaiyah Teacher Education (PGMI) students of STAI Kupang in the even semester of 2021/2022.

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Introduction

Nana Sudjana and Ahmad Rivai argue that the teaching process is one of the activities to implement the curriculum in an educational institution, aiming to influence students to achieve educational goals set by an institution. (Nana Sudjana and Ahamad Rivai, 2017) Personal learning is a process that is intentionally designed to create learning activities or teaching and learning activities in individual students. (Sarwik Utami, 2018) The approach in the process of student-oriented learning activities is a learning process that prioritizes the activeness of students either in groups or independently or individually. This proves that the role of teachers in the learning process is as facilitators, guides and leaders. (Asep Sahrudin, 2014).

Motivation according to Sadirman is an effort made to encourage someone to do something to achieve a certain goal. While the motivation revealed by Wlodkowski is that a condition that can cause or cause a behavior and give direction and also resistance to the behavior. And motivation according to Slavina is an internal process that can guide, activate, and also maintain one's behavior on an ongoing basis. (Ivylentine Datu Palittin, et al. 2019)

Learning motivation is the overall driving force in students that causes learning activities, ensures the continuity of learning activities, and provides direction for learning activities to achieve a learning goal. There are two factors that can distinguish learning motivation. Namely intrinsic learning motivation, namely students are encouraged to do something without outside interference, and while extrinsic motivation is students do something because of outside interference. (Desma Yulla) Learning motivation according to Clayton Alderfer is the tendency of students to follow teaching and learning process activities that are driven by the desire to get good learning results or learning achievements. (Ghullam Hamdu and Lisa Agustina, 2011).

If in students there is strength, willpower, or a strong desire to be active, creative, effective and also fun in participating in learning activities, both in terms of knowledge, attitude and also performance, according to Hanafiah and Suhana that this is a motivation to learn. Learning motivation according to Hassibuan is the whole thing that exists in students who can encourage students to be enthusiastic and willing to carry out learning activities and reach the stage of achieving the desired goals. While learning motivation according to Sutikno is a push from within and also from outside students, where students who are doing learning activities are encouraged to make changes in behavior in carrying out learning activities. (Sayu Putri Ningrat, 2018).

There are four roles of motivation in learning according to Uno including, (1) determining things that are used as learning reinforcement, (2) clarifying learning goals to be achieved, (3) determining the variety of control over learning stimuli, and (4) determining learning perseverance. (Ima Melinda and Ratnawati Susanto, 2018) Winataputra explained that in the teaching and learning process or the learning process, the motivation and learning

achievement of students increases better if the teacher uses the right method. (Sarwik Utami, 2018).

Method is a method carried out or used by teachers in teaching and learning activities in order to achieve the goals set. And the success or failure of an ongoing learning process depends on how the method used by the teacher. (Ngalimun, 2016) Sri Anita W, et al, argue that the simulation method is a method used in learning activities. And the object in this method is imitation, meaning that it is not in activity or real or real objects. (Afiful Ikhwan, 2017).

The simulation method is an artificial method that is made as if or pretends to happen as it really is. There are seven objectives of the simulation method including; (1) so that the skills of trained students both professional and for everyday life, (2) the ability of students to understand a principle or concept are well trained, (3) train students to be able to overcome or solve problems, (4) increase the learning activity of students, (5) provide learning motivation to children, (6) train students to cooperate with each other in groups, (7) foster children's creative power, and train students to be tolerant. (Ngalimun, 2016).

Three main properties that can increase the activeness of students in participating in teaching and learning activities through simulation methods according to Derick, you and Alese, R are simulation methods; (1) is a way of teaching that is oriented to the activeness of students in the classroom, both teachers and students take a role in it, (2) universally is a problem-solving method aimed at training students to practice skills, (3) as a learning model that can adjust situations and conditions according to changing times. (Afiful Ikhwan, 2017).

The type of simulation method in this study is the type of Peer Teaching simulation method, which is a megateaching exercise carried out by students to their classmates who are both prospective teachers. Or the process of learning activities carried out by one student against other students. (Ngilimun, 2016) The simulation method of peer teaching or role playing is that students are trained to be different people and feel the experience of being the person being played. (Afiful Ikhwan, 2017).

The discussion method is a method used in the learning process activities, where students are given a problem to be solved in groups through discussion. The purpose of the discussion method is to train students to solve problems, train students to dare to answer questions, train children to make a decision and to increase and understand children's knowledge. (Ngilimun, 2016) In the learning process activities, each student will be influenced to actively participate or participate in a group through the discussion method. (Kumboyono, et al, 2004) The discussion method is a way of activity in the learning process where students are given a problem then students solve the problem through a group discussion. (Rahmat Permana, 2016).

The types of discussion methods in this study are types of group discussion methods and types of small group discussion methods. In the type of large group discussion method, the discussion is carried out as a whole in one class, with problems presented by the

teacher then solved by the child as a whole in one class, and the one in charge of controlling all activities running the discussion is the teacher himself. While in the type of small group discussion method, students are divided into several groups consisting of several people, depending on the number of students. The process in this small group activity starts from the teacher presenting a problem then each discussion group to solve the given problem and ends with a group representative to report or present the results of the group discussion. (Ngilimun, 2016).

Based on the results of interviews or questions and answers with students at all levels during learning, that almost on average in each course from the previous semester and until the current semester, some lecturers carry out their learning process through the paper presentation method. And according to them that, as prospective teachers, this method is less effective for them and less interesting to motivate them in following the learning process activities.

For this reason, based on existing problems, researchers feel the need to conduct research related to the use of methods in learning in motivating learning PGMI STAI Kupang students. In accordance with the problems described in the background, in this study, researchers focus on even semester PGMI students at all levels or semesters, namely semesters II, IV, and VI. As a solution to this problem, the author tries to focus on applying or using various learning methods, namely the simulation method of the type of Peer Teaching and the discussion method of large groups and small groups, with the aim of motivating student learning. Through the research title "The Use of Simulation and Discussion Methods in Increasing Learning Motivation of Madrasah Ibtidaiyah Teacher Education (PGMI) Students of STAI Kupang". The results of observations of teaching experience for 1 semester that on average almost all students are motivated in participating in learning the courses that the author teaches.

Method

The type of research used in this study is using a qualitative description approach, which is data collected from the field and then processed or analyzed by describing or narrating. This research was conducted at the STAI Kupang campus in the 2021/2022 academic year.

The subjects in this study are all students of PGMI STAI Kupang in the even semester of 2021/2022 consisting of semester II, semester IV, and semester VI. While the object in this study is the learning method. The instruments used to collect data in this study were observations and interviews. The instrument is clearly defined because the focus of the research is also clear and not temporary.

Data analysis techniques in this study include data reduction, data presentation, and conclusions. Researchers also use triangulation techniques as reinforcement or evidence to guarantee the validity or absence of a collected data. And triangulation in this study that is used to check the validity of the data is source triangulation. Source triangulation

according to Sugiyono is to get data with different techniques but from the same source. (Sugiyono, 2019) This study, using source triangulation because in this research although the sources are different, namely from PGMI STAI Kupang students semester II, IV and VI. And also sourced from articles whose research results are relevant, but the data remains the same or similar.

Result

Teaching and learning activities in PGMI classes using various methods, namely simulation methods and discussion methods aim to increase the learning motivation of PGMI STAI Kupang students in the even semester of 2021/2022. The results of an interview with Ulfa Gafur, a second semester PGMI student, stated that:

"I am happy to participate in the teaching and learning process this semester. Because there are many ways of learning that we get. The way of group discussions and the way I practice being a teacher and teaching in front of the class in front of my friends who act as students. I am more enthusiastic about learning this way even though there is shyness and also fear to perform. But I am more enthusiastic about participating in learning in that way than in the way of presentation of papers."

The same thing was also expressed by 15 other students and second semester students. That they are more enthusiastic in participating in teaching and learning process activities for this semester (even semester) with courses taken care of by the author, namely jurisprudence and moral creed courses. They also said that the use of varied methods in learning did not make them feel bored in classroom learning activities. The same thing was also expressed by Kamsina Hasibun a PGMI student in the fourth semester revealed that;

"Learning using different or varied methods. Either in group discussions or teaching practice is a suitable method applied to prospective teacher students. Because indirectly we can practice it, putting ourselves into real teachers. Even though there is a sense of gerogi when performing in front of the class, the lecturer's mother always motivates us to always perform. And finally we got used to performing teaching practices without a sense of gerogi. So I think the methods applied in classroom learning are very good at helping motivate us. Instead of learning by presenting papers"

The same was revealed by 3 other fourth semester students on behalf of Sarmila, Fadillah and Ningsi. The method applied by mothers in this semester can help us to be enthusiastic in learning and to understand the material well. And also train our courage to appear in front of the class. The same was also said by Asraria students of semester VI that:

"The method applied in classroom learning activities is very motivating for our enthusiasm for learning. Because even though the study hours are during the day, we still feel enthusiastic because the method is not monotonous. Every day is always with a different method. And always given the responsibility in the group to solve a problem and be able to appear in front of the class with a predetermined time limit. For this reason, I am happy and enthusiastic about learning using the discussion method because it provides learning examples while training our courage as prospective teachers"

Nurmadia, Siti Maryam, Nurjannah, Suharna, Sriidaynti and Kasman also expressed the same thing as expressed by Asraria. That in the learning process activities using simulation or discussion methods is an appropriate method in learning. The method that does not monotonous can help them to be brave and enthusiastic in learning. Especially the study time is at noon. So with a variety of methods can help them not easily feel bored or sleepy. Reveal to the six other female students and PGMI students in semester VI..

Discussion

Based on the results of research obtained through observation techniques and interviews from 27 informants as data sources consisting of PGMI STAI Kupang students and students in the even semester of the 2021/2022 academic year, including 17 students and students in the second semester, 4 in the fourth semester and 7 in the VI semester. The results prove that learning motivation increases well. The use of peer teaching simulation methods and large group and small group discussion methods in increasing learning motivation in learning activities.

The use of simulation methods in increasing student learning motivation. As a teacher who is smart in carrying out learning, of course, he must be able to set a good example for his students. Because the duties of teachers include as examples and also as facilitators in increasing student motivation in learning. For the success of this, teachers may use the simulation method, where students individually or in groups are given a problem or material and then assigned to simulate or practice teaching in front of the class. Students take turns getting assignments as teachers and other friends as students. To see the motivation of students' learning, teachers can see it through the readiness of students' understanding, enthusiasm and enthusiasm of students in teaching and learning process activities with simulation methods. Whether the person in charge of acting as a teacher in the learning process, enthusiasm, understanding and being responsible for the tasks given properly and appropriately or not.

The use of discussion methods in increasing student learning motivation. As a good and successful teacher in teaching and learning activities, of course, a teacher has a very special role, one of which is as a motivator in increasing student motivation in participating in

learning activities. Among them, teachers can do it using the discussion method, where students are given assignments in groups per one theme or problem, then the problem or theme is sought for solutions or material by students and then made in the form of concept maps. Each student in the group, has their own task and at the end of the group discussion. Each representative of each group presented the conclusions of the results of the group discussion in turn. To find out the motivation to learn students. Teachers can see it through the activeness, enthusiasm and enthusiasm of students when following the learning process using the discussion method, whether all are active, understand and are responsible for their respective duties properly and appropriately or not in learning.

The above results are supported by several previous relevant research results that prove that the following previous relevant studies are similar to current research.

The same research conducted by Muhammad Khoirul Umam, Vol. 2, No.1, June 2019, "The Use of the Jarimatics Method in Increasing Learning Motivation", his research discusses the use of the Jarimatics method in the learning process can increase student learning motivation. (Muhammad Khoirul Umam, 2019) Research from Galuh Hartinah, Vol.2, No. 2, July-December 2016, "Efforts to Increase Learning Motivation through Group Guidance Services Using the Problem Solving Method", this study discusses teacher efforts through group guidance using problem solving methods can increase children's learning motivation. (Galuh Hartina, 2016)

Wayan Sudana Research, Vol. 2. No. 1, May 2021, "Increasing Student Motivation and Learning Outcomes Using the Blended Learning Method through the Google Classroom Application", his research discusses using the blended learning method through the Google Classroom application can increase children's motivation and learning outcomes. (Wayan Sudana, 2021) Research by Tri Juna Irawan and Taufina, Vol. 4, No. 2, April 2020, "The Use of Problem Solving Methods to Improve Motivation and Assessment Results of Civic Education Students in Elementary Schools", this study discusses the use of problem solving methods in learning activities can increase children's motivation and learning outcomes. (Tri Juna Irawan and Taufina, 2020)

From the results of relevant research, it is proven that the use of methods in teaching and learning activities can increase student learning motivation. Children's learning motivation will increase well if teachers are able to be creative in using methods appropriately and also vary in learning activities.

Conclusion

From the results of research through a qualitative approach with observation and interview techniques for PGMI STAI Kupang students and students in the even semester of 2021/2022 regarding the use of learning methods in increasing learning motivation, the following can be concluded that: (1) In learning process activities using learning methods. During the continuity of teaching and learning activities in the PGMI study program using

the simulation method of peer teaching types and discussion methods of large and small group types. (2) The use of peer teaching simulation methods and large and small group discussion methods in teaching and learning activities for PGMI students and students in the even semester of 2021/2022 is in the good category. Proven from the aspect of indicators in learning methods can increase learning motivation well.

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