

The Role of Civics Teachers in Increasing Interest and Motivation in Learning for Class X MIPA 3 Students at SMA Negeri 16 Bone

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Abstract

This study aims to determine the Role of Teachers in Increasing Interest and Motivation to Learn Civics Students of Class X MIPA 3 SMA Negeri 16 Bone. The type of research used is qualitative research method. The data processed is the result of interviews with PKN teachers and class X MIPA 3 students. The data collection method used in this study is Observation, Interview and Documentation where the author sees directly the situation in the field. The results of the research obtained by the author are The role of teachers is very important in increasing student interest and motivation to learn, teachers also have several ways to increase the interest and motivation of different students such as in delivering material so that it is easy to understand and create a learning atmosphere.

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1. INTRODUCTION

Education is one of the most important factors in development efforts carried out by a nation. The progress of a nation is largely determined by the progress and decline of education. Therefore, education must be carried out as well as possible in order to obtain maximum results. Education is an effort to develop one's personality in accordance with the values of society and culture. Education is an effort to guide immature humans towards maturity. Education is an effort to help children to carry out their life's tasks, to be independent and responsible in a genealogical way.

Citizenship education as multicultural education is an educational strategy that is applied in the learning process by using the cultural differences found in students, such as ethnic differences, religious differences, language differences, gender differences, class differences, race, so that the learning process becomes effective and in accordance with learning objectives. This is implemented through the application of learning models and approaches that are able to bring students to have learning experiences, especially experiences in applying multi-cultural values outside the learning process. Multicultural education is very important, especially in teaching Pancasila and Citizenship Education.

In learning Pancasila and Citizenship Education, students are taught how to become Pancasila Indonesian people, who are able to position themselves as individuals who understand, understand diversity and plurality in Indonesia, and multicultural education as the answer is the process of cultivating a way of life to respect sincerely and tolerant in the cultural diversity that lives in the midst of a pluralistic society for the Indonesian people, especially the younger generation.

Pancasila and Citizenship Education is the name of a mandatory subject for the primary and

secondary education curriculum and a mandatory subject for the higher education curriculum (Article 37 of the National Education System Law). In the explanation section of article 37 of Law Number 20 of 2003, it is stated that citizenship education is intended to shape students into human beings who have a sense of nationality and love for their homeland. Based on the provisions of Law Number 20 of 2003, the position of citizenship education as a basis for developing a multicultural society in the education system in Indonesia is increasingly clear and stable. This research is based on the theory that PPKn is one of the spearheads of multi-cultural education in the context of forming the character of multi-cultural citizens who respect the cultural identity of a democratically plural society and form a beautiful mosaic (cultural pluralism: mosaic analogy) under the motto *Bhinneka Tunggal Ika* (Garcia, 1982).

Citizenship education (PKn) aims to ensure that students have the ability to: (1) think critically, rationally and creatively in responding to citizenship issues; (2) participate actively and responsibly, act intelligently in community, national and state activities, and anti-corruption; (3) develop positively and democratically to shape ourselves based on the characters of Indonesian society so that we can live together with other nations; (4) interacting with other nations in world regulations directly or indirectly by utilizing information and communication technology (Budimansyah, 2010).

Students' learning interests are different, there are students who have a high interest in learning and there are also students who have a low interest in learning, therefore efforts to increase students' interest in learning are part of the teacher's responsibility as implementer of classroom learning, including many things, including: The teacher's role in the learning process is as an educator, teacher, guide, motivator, facilitator and evaluator, based on his role. Teachers also play the role of being someone who can provide inspiration and motivate their students. Regarding the importance of the role of a teacher, teachers should have various abilities to increase students' interest so that they want to learn, are active in studying, so that students feel passionate and eager to develop their abilities he has.

In learning, each student has different motivation, some students have high learning motivation and some also have low learning motivation. According to Sardiman (2018), motivation can be interpreted as the overall driving force within students which creates, ensures continuity and provides direction to learning activities, so that the goals desired by the learning subject can be achieved. Motivation that comes from within or can be called intrinsic motivation is motivation that arises from within the student himself, while motivation that comes from outside or can be called extrinsic motivation namely motivation that arises because of encouragement given by teachers and is supported by adequate facilities.

Therefore, to foster high student learning motivation, the role of teachers and students themselves is very necessary, because only a teacher and the students themselves are able to foster students' learning motivation while in the classroom, and it is a teacher who can determine success in educational study program at school.

2. LITERATURE REVIEW

1.1. Definition of Role

Etymologically, role means someone who carries out actions where these actions are expected by other parties in society. This means that all actions carried out by individuals have important meaning for some people. According to Fauzi (2013) a role is an activity that should be carried out within a professional requirement or is related to circumstances and reality. Role is a combination of various theories, orientations and scientific disciplines used in the world of sociology, role is a term usually used in the world of theater where an actor has to play a certain character and convey a certain behavior, in this case the position of an actor is equated with the position of a person in society and both have the same position

(Sarlito, 2015).

1.2. Understanding Teachers

Teachers are an important component in the teaching and learning process. A teacher plays an important role in efforts to form potential human resources in the field of development. According to Annisa Anita Dewi (2017) a teacher is an educator who is admired and imitated, in this case the teacher is a role model for students.

Moh.Suardi, (2018) states that in teaching and learning activities, teachers have an important role in making the knowledge taught acceptable to existing students. Not only does the teacher play a role in teaching science, there are many roles for teachers in the learning process. The role of teachers in developing students into people with good character is very much needed. The use of varied methods in creating a learning atmosphere so that it is not boring to attract students' interest as well as being an extra-curricular coach in getting closer to students makes it easier for teachers to instill good character values.

1.3. Interest to learn

Slameto (2015) states that interest is a feeling of preference and a feeling of attachment to a thing or activity, without anyone telling you to. In the Big Indonesian Dictionary, etymologically, learning means trying to gain intelligence or knowledge. This definition of learning means that learning is an activity or business process carried out by someone in order to acquire new intelligence and change their overall behavior as a result of their own experiences in the future in interacting with their environment.

1.4. Understanding Learning Motivation

Learning motivation means encouragement from students to achieve learning goals, for example understanding material or developing learning. Iskandar (2012) states that learning motivation is the driving force within an individual to carry out learning activities to increase knowledge, skills and experience. Motivation according to Wahab (2015) is the totality of drives, desires, needs and similar forces that drive a person's behavior.

3. RESEARCH METHOD

3.1. Types of research

This type of research is qualitative research. Qualitative research is research that aims to understand phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, etc., holistically and through descriptions in words and language, in certain natural contexts and with natural methods.

Descriptive research aims to determine whether there is an influence and if there is, how strong the influence is and whether the influence is meaningful or not. Based on the description above, qualitative research is a description of facts that occur in a systematic, factual and accurate manner. Research to be conducted at SMA Negeri 16 Bone regarding the role of teachers in increasing students' interest in learning PPKn.

3.2. Data source

This research uses primary and secondary data. Where primary data is obtained from original sources. In qualitative research, the data sources used come from words and actions (Moleong, 2014). 1. Primary data, Sanusi (2014) states that primary data is data that is first recorded and collected by researchers and obtained directly from original sources. In this research, primary data was obtained through direct interviews with PPKn subject teachers and class X MIPA 3 students at SMA Negeri 16 Bone. 2. Secondary data. According to Sanusi (2014) secondary data is data that is already available and collected and obtained indirectly through intermediary media by other parties. Researchers just need to use the data according to their needs. Secondary data for this research was obtained from documents in the form of notes, photos and observation results.

3.3. Research Instrument

Research instruments are tools used to carry out research activities, especially for measuring and collecting data (Arikunto, 2019). Research instruments are tools used by researchers to collect data so that their work is easier and the results are better, more accurate, more complete and systematic, so that they are easier to process.

In qualitative research, a researcher is a direct instrument who searches for and collects data by direct observation, both by seeing and hearing directly from the respondent as the data source.

3.4. Data collection technique

Sugiyono (2016) stated that data collection techniques are the most important step in research, because the researcher's goal is to collect data. Without knowing data collection techniques, researchers will not get data that meets the specified data standards. The data collection techniques that will be used are observation, interviews and documentation.

3.5. Data analysis technique

The data analysis technique used in this research is descriptive qualitative with an interactive data analysis method with stages in the form of data reduction, data presentation, and drawing conclusions (verification) as follows.

1) Data reduction

This is the data simplification stage, not all the data collected in the previous stage is used, at this stage sorting is carried out, the data obtained from the previous stage is recorded/typed to make it easier to sort according to the characteristics of the data while still paying close attention to each data so that no data is missed.

2) Data presentation

At this stage, analysis is carried out on the data that has been categorized in the previous stage. The information obtained from the previous stage is arranged in such a way as to obtain data that makes it possible to draw conclusions and present qualitative data in the form of narrative text, matrices, networks and charts.

3) Drawing conclusions

At this stage the researcher interprets the data that has been prepared and focuses on the problem. At this stage the researcher describes the results of the analysis in the form of an interpretation of aspects of the character's personality by concluding whether the character's decision making and response to problems are more influenced by the ego or superego.

4. RESEARCH RESULTS AND DISCUSSION

4.1. Research result

The results of this research were obtained through interviews, documentation and researcher observations of PPKn teachers and class X MIPA 3 students at SMA Negeri 16 Bone, Paccing Village, Awangpone District, Bone Regency. This research was conducted to determine the role of teachers in increasing interest and motivation in learning PPKn for class

Description of an interview with a Civics teacher at SMA Negeri 16 Bone about the teacher's role in increasing interest and motivation in learning Civics for class X MIPA 3 students. Interview with a Civics teacher about students' interest in learning. What are the roles of teachers in the learning process? "In my opinion, there are several roles for the teacher in the learning process, such as the teacher as a learning resource, as a guide, as a motivator, as a facilitator, and as an evaluator". What is the learning interest of class X MIPA 3 students in learning Civics? "In general, class X MIPA 3 students are quite interested in learning Civics."

From the interview above, it can be seen that students are generally quite interested in learning about Civics subjects. According to you, do students have more motivation in undergoing the Civics learning process, especially class X MIPA 3?

"In my opinion, from the interview above, it can be seen that each student's enthusiasm or motivation for learning is different, like students in class X MIPA 3, some students have more motivation to learn, and some don't. How do you as a Civics teacher provide motivation to class X MIPA 3 students? "My way of providing motivation to students is by creating a pleasant learning atmosphere, conveying motivation directly, namely by telling stories of successful people and giving appreciation in the form of praise to students who successfully complete assignments well" From the interview above it can be seen It is known that there are several ways that Civics teachers use to increase students' learning motivation, including the teacher creating a pleasant learning atmosphere so that students do not feel bored or fed up with Civics learning.

4.2. Research Discussion

The results of research conducted relate to the role of Civics teachers in increasing interest and motivation in learning Civics in class X MIPA 3 students at SMA Negeri 16 Bone. That interest in learning is a student's tendency to carry out certain activities whose output will make them happy and interested. Students' interest in learning varies depending on many factors, such as personality, environment, and the material being taught. Students who have a high interest in learning tend to be more motivated to learn and achieve better achievements than students who have a low interest in learning.

Learning motivation is the overall driving force both within the student and outside the student, giving rise to desire, desire, enthusiasm and excitement in learning activities in order to achieve goals. Learning motivation is also an impulse that arises consciously or unconsciously in students during continuous learning activities to achieve the goals they want to achieve.

In the learning process, teachers also have several important roles, such as the teacher as a learning resource, namely the teacher transfers knowledge to students, the teacher as a guide, and the teacher as a motivator, namely the teacher provides encouragement to students regardless of their level of intellectual ability or level of learning motivation, making each student Enjoys hanging out with teachers both in class and outside of class. From the teacher's explanation, it is known that the learning process in the classroom goes quite well at each meeting. The teacher can see this from the level of student attendance and activeness in the learning process.

The role of the Civics teacher has carried out his duties well, although not optimally, as explained in the interview with the Civics teacher, that students' interests and motivation for learning are different for each student. Some have more interest and motivation to learn, others have the opposite. Therefore, teachers as mentors and motivators always try to motivate their students to study hard.

5. CONCLUSION

Based on the research results and discussion of data collection which is the focus of this research regarding the role of teachers in increasing interest and motivation in learning Civics in class students' interest and motivation in learning Civics. Teachers also have several methods, such as presenting material so that it is easy to understand, creating a pleasant learning atmosphere, conveying motivation directly by telling stories of successful people and giving appreciation in the form of praise to students.

The role of the teacher as a motivator is very much needed to increase student interest and motivation in learning. Giving rewards to students greatly influences student learning motivation.

Because rewards have a role in renewing enthusiasm, dissolving laziness, encouraging the desire to increase knowledge, and other positive influences caused by rewards.

6. SUGGESTION

Teachers should be able to increase students' interest in learning, so that later this interest in learning can produce good results. Increasing students' interest in learning can be done by increasing students' interest in their learning activities. Teachers must also be able to attract students' attention to the subject. Attracting students' attention in this case can be done by the teacher making different variations, such as the method used in delivering the material so that it does not seem monotonous and boring;

Teachers as educators are expected to increase students' learning motivation. To increase students' learning motivation, this can be done by providing external encouragement to students in the form of giving appreciation to their students' learning outcomes. This form of appreciation can take the form of praising students and also providing rewards or prizes when students succeed in achieving certain learning goals.

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