

Implementation Of Problem Solving Methods For Improving Student Motivation In Sociology Subject Class Xi Ips 4 At Man Jombang

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Abstract

As known reality that occurs in MAN Jombang in class XI IPS 4 students are still not optimal in responding subjects Sociology given by the teacher. Such as, lack of motivation the student, the teacher whose methods are less variable, while noisy student learning, lack of attention, and ignore the sociological subjects. On the basis of the fact that education occurs, investigators will present the implementing of problem solving methods for improving student motivation in Sociology subject class XI IPS 4 at MAN Jombang. Researchers chose the site because you want to apply a form of problem solving methods. The purpose of this study was to describe the planning, implementation of learning using problem solving methods to improve students' motivation XI IPS 4 in MAN Jombang With the design of collaborative classroom Action Research type. Data collection techniques were used, namely: (1) observation, (2) interviews, (3) documentation. Mechanical analysis of qualitative data consisting of observations and documentation analyzed qualitative description, while the data is numeric or quantitative data were analyzed by calculating the percentage and average. The study's findings indicate that the authors offer methods of learning can improve student motivation especially on the subjects of Sociology. Increased motivation on problem solving methods first cycle on average 2.94 (less), increased to 3.95 in the second cycle (enough), the third cycle increases the average to 4.00 (good), and the fourth cycle ride be 4.03 (good).

Keyword: Problem Solving, Motivation, Sociology Subject.

INTRODUCTION

Implementation of learning is one of the main tasks of teachers, where learning can be defined as activities aimed at learning students. For students one way of learning that can be taken by teachers is to implement methods Problem Solving on the subjects of sociology. Nevertheless, in reality, many teachers still use methods that are less arouses students' learning motivation. For example, as a lecture, question and answer, discussion. The method is a method of boring if teachers continue to use one method only and can not varied methods of learning, it will affect the students' motivation.

According to Government Regulation No. 74 of 2008 Article 1, paragraph 1, which states that "teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education, and education medium. Which government regulation describes the human qualities needed by the nation of Indonesia in the future is able to deal with the increasingly fierce

competition with other nations in the world. Professional educators produce Indonesian human quality through the implementation of quality education. To make the learning so that students are motivated, can feel the importance of learning, gain deep meaning to what is learned, and can apply in everyday life, the researcher in action research will examine the methods Problem Solving.

Problem Solving Method is a method of solving the problem is not just a method of teaching but also a method of thinking, because in Problem Solving method can use other methods begins with finding the data to draw conclusions. Motivation is a process that occurs in individuals who direct the activities of individuals achieve goals that need to be encouraged and maintained.

Sociology subjects are part of the social sciences in the level SMA / MA or equivalent. Sociology subjects contain moral messages that can be applied by students in MAN Jombang. Therefore, one of the teacher's task is to convey moral and social life in the lives of students by various means, methods and approaches relevant.

Departure of the importance of change approach to learning, in order to improve students' motivation, the research on the implementation of Problem Solving method to improve learning motivation in sociology subjects and urgent need done. This is caused by the reality that there is generally less students get method that increases student motivation, learning sociology still have not touched on in the hearts of students about the importance of studying sociology to apply to everyday life. With the implementation of the method of problem solving is expected that students have a new experience in learning outside the classroom, in the classroom, and in the community. In addition, this method is the most important methods to be implemented, because students are encouraged to think individually first, then proceed to exchange answers with the group about their experiences held to discuss the results of these discussions and then instantly presented. In addition, to was discussed with the teacher and then students were given tasks to work from their homes in order to make the students to actively learn and simultaneously motivate students to learn seriously.

Problem solving is a method in place to train the students' ability to solve problems verbally. Motivation is an impulse that arises from someone to do something. This impulse can serve to mobilize students who are less active in the learning activities.

By using a problem solving is real positive impact on the seriousness of students to learn. Reality is going on in class XI IPS 4 at MAN Jombang students is not yet maximal in response to sociological subjects given by the teacher. Lack of motivation of the student, the teacher whose methods are less variable, while learning noisier, less attentive, and ignore the sociological subjects.

MAN Jombang located on Jl. Dr. Wahidin Sudirohusodo 2-3 Jombang is one of the schools that have students who qualified in the town of Jombang, learning subjects of sociology is essential for the formation of the personality of students and provision for students to interact with the community

outside. Motivation can determine whether or not the goal, so it will be greater learning success. Besides, the strength of one's motivation influences learning success. Thus, the motivation needs to be explored, especially those originating from within by constantly thinking of the future filled with cpglenges and must overcome to achieve your goals. Therefore, from the above description, researchers interested in conducting research on teaching sociology courses entitled "Implementation of Problem Solving Methods for Improving Student Motivation in Sociology Subject Class XI IPS 4 at MAN Jombang."

Objectives of the Study.

This research aims to:

1. The plannings process of problem solving methods for improving student motivation in Sociology subject class XI IPS 4 at MAN Jombang.
2. The implementations of problem solving methods for improving student motivation in Sociology subject class XI IPS 4 at MAN Jombang.

Significances of the Study

The results of the implementation of problem solving methods in MAN Jombang is expected to provide significant inputs of a method in an effort to improve the understanding of students in learning activities at MAN Jombang, especially the sociology of learning activities. The benefit of this research is divided into several points, namely:

1. For students
By implementing Classroom Action Research students will know the implementation of an effective Problem Solving method so as to increase the motivation that can be used in any learning process, ie the subjects of sociology.
2. For teachers

The results are also useful for teachers that teachers can find teaching methods that can enhance and cultivate students' power piker. Problem Solving with methods to increase motivation in learning so that the learning process

will be effective and gain a satisfactory motivation.

3. For schools

The results of this study can contribute to a positive and beneficial that students can learn more effectively and obtain results satisfactory motivation. Implementation method of problem solving is expected to be an important thing for the school in achieving the learning objectives of sociology.

4. For researchers

- a. As an experiment that can be used as a reference for carrying out further research.
- b. To add insight knowledge in implementing problem solving method in teaching to enhance learning motivation in sociology.

Limitations of the Study

The scope of this research is the implementation of problem solving methods for improving student motivation in Sociology subject class XI IPS 4 at MAN Jombang.

Terms Used in the Study

Definitions of terms used to describe the terms or concepts that exist in the title of a study using a qualitative approach. The term or concept described is a term or concept that is felt will provide different interpretations of the readers. Therefore, an explanation or definitions of the concept or the term given by the researchers themselves are not the result of a quote from an expert or experts.

From the above, the definition of the term given by the researchers of the field research with a Implementation of Problem Solving Methods for Improving Student Motivation in Sociology Subject Class XI IPS 4 at MAN Jombang. Among other research suggests the definition of the term as follows:

1. Problem solving methods is not just a method of teaching but also a method of thinking, because the methods of problem solving can be used other methods begins with finding the data up to the exciting conclusion.

2. Motivation is defined as efforts that encourage someone to do something.

RESEARCH METHODOLOGY

A. Design and Type Research

Choosing a design should be based on research activities that have consequences for the design to be followed consistently from beginning to end. In this study, the research design used was Classroom Action Research conducted collaboratively between subject teachers with researchers. It is based on common objectives to be achieved.

Briefly, Classroom Action Research is defined as a form of research that is reflective to perform certain actions in order to improve and or enhance learning practices in the classroom in a professional manner. According to T. Raka Joni (1998), action research is a form of Classroom Action Research reflective study by the perpetrator of actions taken to improve the ability of rational actions done it, and to improve the conditions in which learning practices are carried out.

Hopkins (1993: 44) defines action research is research that combines research procedures with substantive action, an action taken in the disciplinary inquiry, or a business person to understand what is going on, while engaging in a process of improvement and change.

Rapoport (1970) in Hopkins (1993) defines action research to assist a person in overcoming the practical problems encountered in emergencies and help meet the goals of social science by cooperation within an agreed ethical framework. Ebbutt (1985, in Hopkins, 1993) suggested action research is the systematic study of improving the implementation of educational practice by a group of teachers to perform actions in learning, based on their reflections on the results of those actions. While Elliott (1991) see action research as the study of a social situation with the possibility of action to improve the social situation.

Briefly, action research is how a group of teachers to organize their teaching practice conditions, and learn from their own experience. They can try out some ideas for improvement in their teaching practice, and to see the real effect of that effort.

Characteristic Classroom Action Research may be mentioned:

1. Situational, that is directly related to the concrete problems faced by teachers and students.
2. Contextually, it means solving efforts in the form of models and procedures do not act out of context, perhaps the context of cultural, social, political, and economic life in which learning takes place.
3. Collaborative participation between teacher-student assistants or technicians and may be related to assist the learning process. It is based on common objectives to be achieved.
4. Self-reflective and self-evaluative, practitioner, actor, and object actions as a result of reflection and self-evaluation of the results or progress. Modification changes were made based on the results of reflection and evaluation of what they do.
5. Flexible, in the sense of giving a little leeway in the implementation without breaking the rules of scientific methodology. For example, no need for sampling procedures, data collection tool that is more informal, although it is possible wearing formal instrument as in the experimental study.

Two main objectives can be achieved in the classroom action research, namely:

1. Action research that aims to improve, enhance, and make changes for the better to the problem-solving effort.
2. Finding models and research procedures that provide a guarantee of problem-solving efforts are similar or identical, to make modifications and adjustments as necessary.

3. For Borg (1986) explicitly mentions that the primary goal of action research is to develop skills based on learning problems faced by their own class teacher.

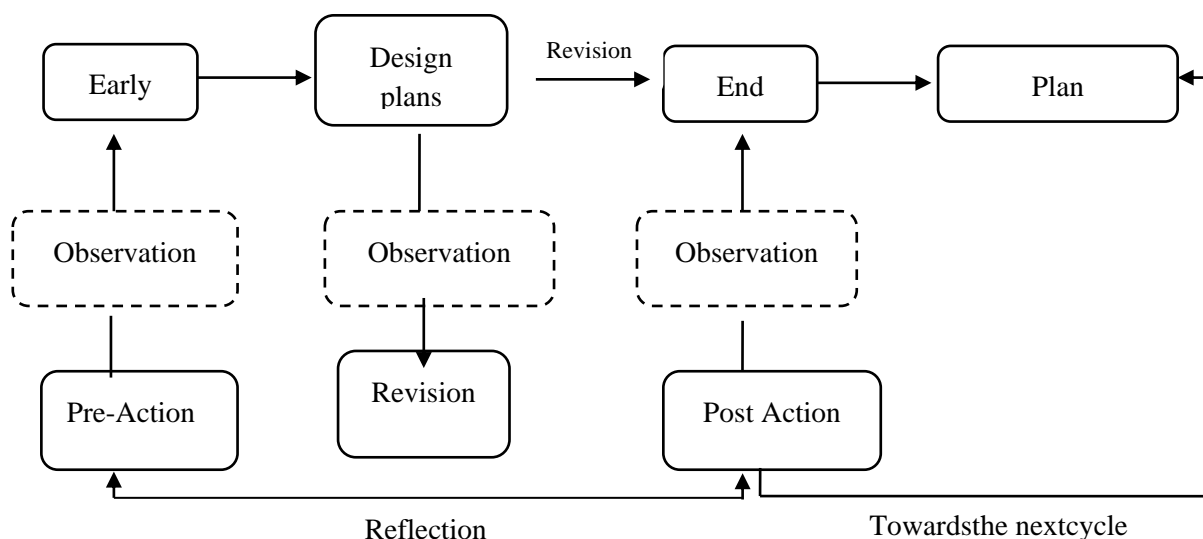
Benefits of action research associated with learning components include:

1. In the aspect of learning innovation, action research is able to bring learning model to suit the demands of the class.
2. In the aspect of curriculum development, classroom action research can help teachers effectively to develop the curriculum, as well as classroom teachers should be responsible for floating the curriculum in the school or classroom level.
3. Aspects of teacher professionalism, classroom action research is one medium that can be used by teachers to understand what happens in the classroom, and then raise it towards repairs professionally, because teachers professional certainly not reluctant to make changes in practice learning in accordance with the conditions of class.

According to Zuber-Skerritt (1992:12-13) action research gives the following advantages:

- a. Practically, in the sense that the insights and results obtained from the study are not only theoretically important to develop the science in question, but also enhance the learning practices during and after the study period.
- b. Participatory and collaborative, because the researcher is not an outsider but one of the lecturers / teachers who work with faculty peers or colleagues for the common interest.
- c. Emancipatory, because the approach is not done in a hierarchical lines, but implemented by all participants on equal terms.
- d. Interpretive, because the social inquiry does not require outcomes in the form of statements and positivistic

researchers are right and wrong to the researchers' statement, but a solution based on the views and interpretations of all the subjects involved in the study. In the Classroom Action Research, the design can be described as follows:



Schema 1:

Classroom Action Research Workflow

In Schema 1 above, in the early stages, researchers conducted assessments to determine the perceived intrinsic problem of what has been done so far. *At first stage*, the researchers were able to weigh and identify the problems in teaching practice (focus issue) and then do the analysis and formulation of research problems worthy of action. *In the second phase*, based on the selected issues, plans are in the form of scenarios to action to make repairs, improvements and or changes for the better learning practices to achieve optimal results and satisfactory. *In the third phase*, carried out the implementation of the action plan or scenario. Researchers together collaborators or participants (eg, teachers, other researchers, and students) conduct as written in the script. Monitoring or monitoring carried out immediately after the activity starts (on going process monitoring). Record all events and changes need to be made with a variety of tools or methods, in accordance with the conditions and classroom situations. In the fourth stage, based on the results of monitoring, data analysis can be used as a

reference for an evaluation whether the stated goals have been achieved. If not satisfactory then the revision or modification and redesign to improve action in the previous cycle. The recycling process will be completed if the investigators are satisfied with the outcome of the action taken appropriate plans.

RESEARCH REPORT AND DISCUSSION

A. Research Report

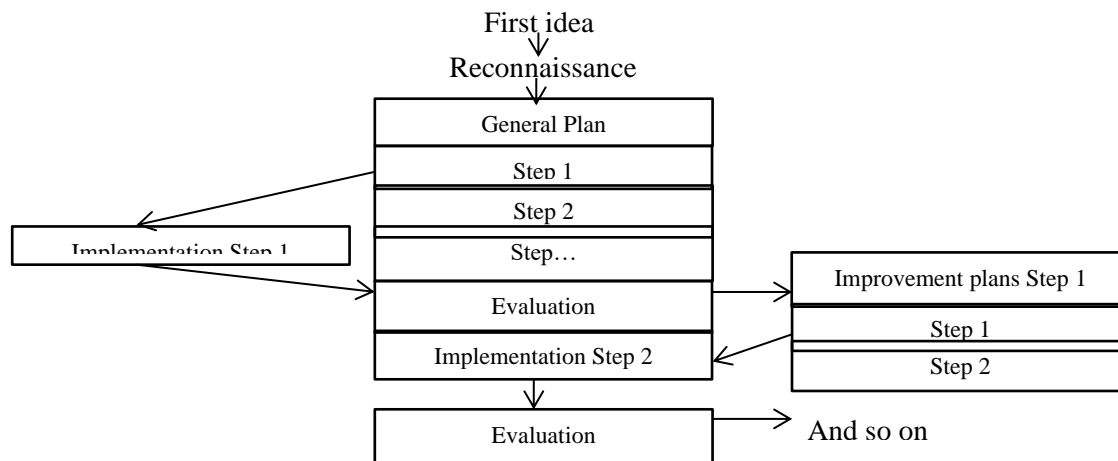
The research was carried out for four meetings presented in the form of the cycle. The results of this study will be outlined as follows:

1. Exposure Data Before Action
 - a. Observation

The researcher is a practitioner who has student teaching hours in class XI IPS 4 for two months. Prior studies conducted, researchers observed the conditions of the students and the learning process are going well-motivated students in participating in the learning

process. Selection of class XI IPS 4 which used as a source of research databased on a variety of factors. Besides being a teacher researcher, eleventh grade social studies class XI IPS 4 rated as active and cooperative learning methods in implementing student center.

b. Pre Test



Before the action performed, the researchers first conducted a pre-test. Pre-test was held on Saturday at 06:30 to 08:00 12January 2013 that aims to determine the students' prior knowledge, readiness to learn, and find out how much interest students to the subject of Sociology.

c. Pre Test Result

On the implementation of pre-test, students seem less enthusiastic about the subject. They seem less able to keep up with the good teaching and learning activities. It is known from the lack of curiosity of the material that will be provided. Most of them seem to saturate the lesson. Due to lack of student motivation for learning, the achievement they are also less than the maximum. From the results of the evaluation level of pre-test, obtained an average grade is 47.14 and motivation level at evaluation of post-test is 62.85.

2. First Cycle

a. Plan

To increase students' motivation Class XI IPS 4 against sociology subjects. So on this first cycle of trying to apply the methods of problem solving.

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY	CHARACTER	SOURCE
20 minute	Initial Activity a. Apperception Master led to pray together, and prepare a class for learning. Class prepared as attendance, class cleanliness, and quietness. b. Motivating	Initial Activity a. Apperception Students pray together teachers b. students listen	Religious and love the environment Curiosity	

	<p>Teacher explains the purpose of studying the social group.</p> <p>c. Learning signs Teacher explains the competencies to be achieved.</p>	<p>c. Students listen carefully and respond interactively</p>	<p>Communicative, Discipline</p>	
55 minute	<p>Core Activities</p> <p>a. Exploration</p> <ol style="list-style-type: none"> 1. Orient teachers to the students problem through observation of the nature of social groups. 2. Teachers explained that there was a case about the media environment. 3. Teachers encourage students to come up with an opinion about the case surrounding environment addressed through the media. 4. Simultaneously each group seeking information from textbooks and worksheets sociology and other relevant resources to the task. <p>b. Elaboration</p> <ol style="list-style-type: none"> 1. Teachers told each group to analyze and discuss the case of the nature of social groups. 2. Teachers guide students to perform case analysis. 3. Teachers guide students to prepare reports on the analysis of case <p>c. Confirmation Teachers help students to reflect on the course of the analysis of student</p>	<p>Core Activities</p> <p>a. Exploration</p> <ol style="list-style-type: none"> 1. Students are grouped according to the distribution group. 2. Students expressed their opinions about the concept of social groups in turn. 3. Students respond to interactive questions and answers about the concept of social groups. <p>b. Elaboration</p> <ol style="list-style-type: none"> 1. Students expressed their opinions about the concept of social groups in turn, 2. Students respond to interactive questions and answers about the concept of social groups. 3. Each group presented the results of the discussion. <p>c. Confirmation</p> <ol style="list-style-type: none"> 1. One student appointed 	<p>Democratic, and responsibility</p> <p>Socializing, curiosity, creativity, and cooperation</p> <p>Discipline</p> <p>Social spirit,</p> <p>Democratic values</p> <p>Cooperation, caring</p> <p>Appreciate achievement</p>	<p>LKS</p> <p>Book Package</p> <p>News online</p> <p>Book Package</p> <p>LKS</p>

	evaluations, and processes they use.	conclude about the concept of social groups. 2. Students are asked according to the material.	Social character and creative	
15 minute	End of activities: 1. Teacher gives reinforcement material 2. Teacher gives a task to work on LKS	End of activities: 1. students listen 2. Students LKS task	Independent and honest	

b. Implementation

In the first cycle of the first meeting was held on Tuesday, exactly on January 12, 2013. What was scheduled to run according to the planned, namely the application of problem solving methods in enhancing student motivation IPS XI Class 4 MAN Jombang. Constraints: Student motivation in response to problems in learning less.

c. Observation

In the first cycle, the researcher simply trying to use / apply problem solving methods to improve students' motivation XI IPS 4 at MAN Jombang, and after application of the method as a result it can be said that has not been fully successful, it can be seen from the results obtained by students a quiz and tasks.

	Score Motivation				Score
	Aspects of Critical Thinking	Giving Arguments	Providing Solutions	Conducting Evaluation	
Total	89	95	97	96	379
Average	2.54	2.71	2.77	3.74	10.83
Percentage	50.86	54.29	55.43	54.86	216.57

d. Reflection

From the observation Researchers apparently applying problem solving methods can be said to have an influence on students' motivation.

3. Second Cycle

a. Plan

After seeing the results of observations on the first cycle, the second research cycle is still going to use problem-solving methods; researchers feel it this is caused by trying to do what no avail.

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY	CHARACTER	SOURCE
15 minute	Initial Activity a. Apperception Master led to pray together, and prepare a class for learning. Class prepared as attendance, class cleanliness, and quietness. b. Motivating Teacher's work that describes the purpose of classification of types of social groups. c. Learning signs Teacher explains the classification of types of social groups.	Initial Activity a. Apperception Students pray together teachers b. Students listen to the teacher's explanation about the purpose of work that the classification of types of social groups c. Students listen to the teacher's explanation of the classification of types of social groups.	Religious Curiosity, discipline, and creative. Discipline and care	
55 minute	Core Activities a. Exploration In exploration activities, the teacher shows the types of social groups that have been prepared and posted on manila paper b. Elaboration In the elaboration of activities: 1. Teacher divides students into groups. Then, they discussed matters of culture in Indonesia. 2. Teachers send students reading her group in front of the class. Teachers guide the	Core Activities a. Exploration Students pay attention to the types of social groups designated by the teacher in the form of images that have been set up in the paper. b. Elaboration 1. Students are divided into several groups. Then, they discuss the problem about culture in Indonesia.	Tolerance, sense of curiosity, The spirit of nationality, Love Peace, Social Concern, Curious Sense.	Pictures of cultural elements LKS Book Package

	<p>discussion in the classical style.</p> <p>3. Teachers make inferences about the results of the group discussions.</p> <p>c. Confirmation In confirmation of activities, students:</p> <p>1. Summing up on the things that are unknown.</p> <p>2. Explaining about the things that have not known a PPT that has been prepared by the teacher.</p>	<p>2. Students read the results of their discussion to the class. Teachers guide the discussion in the classical style.</p> <p>3. Students make inferences about the results of the group discussions.</p> <p>c. Confirmation 1. One student summed up the concept of designated types of social groups.</p> <p>2. Students are asked according to the material.</p>	<p>Tolerance</p> <p>The spirit of social</p> <p>Democratic values, Cooperation, caring</p>	<p>Book Package</p> <p>LKS</p>
20 minute	<p>End of activities:</p> <p>Teacher assigns students to look at the newspapers and internet issues relating to social conflict.</p>	<p>End of activities:</p> <p>Students collected task at the next meeting.</p>	<p>Independent and responsibilities</p>	

b. Implementation

In the second cycle was carried out at a second meeting on Tuesday exactly 15 Januari date 2013. What plan the day went smoothly at the beginning of the meeting, but at the end of the meeting of student activity slightly decreased.

c. Observation

In this second cycle researchers continue to use problem solving methods, this is because of the observation that the researchers did apparently problem-solving method is successful in increasing student motivation XI IPS 4 at MAN Jombang the subjects of sociology, so it also affects the student achievement.

	Score Motivation				Score
	Aspects of Critical Thinking	Giving Arguments	Providing Solutions	Conducting Evaluation	
Total	134	137	129	128	520

Average	4.06	4.15	3.91	3.88	15.76
Percentage	81.21	83.03	78.18	77.58	315.15

d. Reflection

From the observations of researchers turned out by the application of problem solving methods little by little to be said can increase student motivation that also will have an impact on student achievement.

4. Third Cycle

a. Plan

Researchers in this third cycle still using problem solving, researchers feel it this is caused by trying to do what no result.

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY	CHARACTER	SOURCE
15 minute	Initial Activity a. Apperception Master led to pray together, and prepare a class for learning. Class prepared as attendance, class cleanliness, and quietness. b. Motivating Teachers provide Apperception and motivate. c. Learning signs Teachers who have been given the task of checking the last week about social conflict from the newspaper / internet.	Initial Activity a. Apperception Students pray together teachers b. Students listen carefully c. Students prepare a task that has been done at home	Religious Curiosity Independent	
55 minute	Core Activities a. Exploration 1. Orient teachers to the student's problem through observation of a multicultural society. 2. Teacher presents examples of the	Core Activities a. Exploration 1. Students observe about the multicultural society.	Democratic, and responsibility Care	LKS Book Package

	<p>realities that exist in the environment around through the video culture.</p> <ol style="list-style-type: none"> Teachers encourage students to come up with an opinion about the reality-surrounding environment addressed through the media. Individually, the reality matched the theoretical material and teachers convey the material through the PPT that has been prepared <p>b. Elaboration</p> <ol style="list-style-type: none"> Teachers guide students to conduct an analysis of reality. Teachers guide students to prepare reports on the results of analysis. Some children presented the results of the analysis. <p>c. Confirmation</p> <p>Teachers help students to reflect on the course of the analysis of student evaluations, and processes they use.</p>	<ol style="list-style-type: none"> Students listen to what is described by the teacher. Students respond interactively about the reality of a multicultural society. Students listen carefully to the explanations of the teacher through the video that has been created by teachers. <p>b. Elaboration</p> <ol style="list-style-type: none"> Individually, students understand the material in LKS and packages. Students observe the teacher in preparing the report. Students respond to interactive questions and answers about the concept of social groups. <p>c. Confirmation</p> <p>Students listen actively and ask if it is not understood in analyzing problems.</p>	<p>Socializing, curiosity, creative</p> <p>Independent and responsibilities</p> <p>Independent and hard work</p> <p>Care and social spirit</p> <p>Social character and creative</p> <p>Responsibility and self-</p>	<p>Video Learning</p> <p>News online</p> <p>Book Package</p> <p>LKS</p>
15 minute	<p>End of activities:</p> <p>Teacher asks the students to conclude the analysis of the reality around and facilitated by the teacher.</p>	<p>End of activities:</p> <p>Students conclude the analysis of the reality around and facilitated by the teacher.</p>	Independent and honest	

b. Implementation

The third cycle was held on Tuesday, January 19, 2013, and learning activities in accordance with the plan of action.

Constraints: Students begin critical problem given but the students are still free to express opinions.

c. Observation

In the third cycle, the researcher remains memakai methods of problem solving. It is because of the observation that the researchers did apparently problem-solving method is successful in increasing students' motivation XI IPS at 4 MAN Jombang whiskers on sociological subjects, as shown by the number of students who have started or participated actively in the discussions that take place from the beginning to the end.

	Score Motivation				Score
	Aspects of Critical Thinking	Giving Arguments	Providing Solutions	Conducting Evaluation	
Total	134	137	129	128	520
Average	4.06	4.15	3.91	3.88	15.76
Percentage	81.21	83.03	78.18	77.58	315.15

d. Reflection

From the observations of researchers turned out by the application of problem solving methods little by little to be said can increase student motivation, which also will have an impact on student achievement.

5. Fourth Cycle

a. Plan

After seeing the results of that is on the first and third cycles, the researchers are increasingly convinced that the method of problem solving can increase student motivation XI IPS 4 at MAN Jombang. Thus, the way will be optimized again.

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY	CHARACTER	SOURCE
20 minute	Initial Activity a. Apperception Master led to pray together, and prepare a class for learning. Class prepared as attendance, class cleanliness, and quietness. b. Motivating	Initial Activity a. Apperception Students pray together teachers	Religious and love the environment Curiosity	

	<p>Students listen to a view held daily tests.</p> <p>c. Learning signs Briefed ways work daily tests.</p>	<p>b. students listen</p> <p>c. Students listen carefully and respond interactively</p>	Communicative, Discipline	
60 minute	<p>Core Activities</p> <p>a. Exploration Teachers show video and picture online of social groups in multicultural societies.</p> <p>b. Elaboration</p> <ol style="list-style-type: none"> Students are required to conform to the division of the group. From the video and the picture online, each group analyzed in accordance with the material. In accordance with the material distributed per group, each group shared social groups in Indonesia. <p>c. Confirmation</p> <ol style="list-style-type: none"> Teachers explained through PPT prepared. Students and teachers make a summary of all the materials that have been studied together. 	<p>Core Activities</p> <p>a. Exploration Students listen and pay close attention to and provide</p> <p>b. Elaboration</p> <ol style="list-style-type: none"> Students expressed their opinions about the concept of social groups in turn, Students respond to interactive questions and answers about the concept of social groups. <p>c. Confirmation</p> <ol style="list-style-type: none"> Students are asked according to the material. One student appointed conclude about the concept of social groups. 	<p>Curiosity and responsibilities</p> <p>Socializing, curiosity,</p> <p>creative, and cooperation</p> <p>Social spirit,</p> <p>Democratic values and caring</p>	<p>LKS</p> <p>Book Package</p> <p>Video Learning</p> <p>Picture online</p>
10 minute	<p>End of activities:</p> <p>Students are given the task to study the material that has been used as replicates</p>	<p>End of activities:</p> <p>Students listen carefully.</p>	Independent and honest	

b. Implementation

The third cycle was held on Tuesday 05 February 2013 date, and learning activities in accordance with the plan of action.

Constraints: Students active in expressing their opinions and begin to solve the problem, but less as expected.

c. Observation

In the fourth cycle, researchers try to optimize further discussion on the application of methods and FAQ because, according to researchers, this method is more optimized results better.

	Score Motivation				Score
	Aspects of Critical Thinking	Giving Arguments	Providing Solutions	Conducting Evaluation	
Total	153	140	134	137	559
Average	4.37	4.00	3.83	3.91	15.97
Percentage	87.42	77.71	76.57	78.29	319.43

Many ways to do remedy to motivate students is to give them a number or value. Giving the efforts of teachers as they completed test or answer questions posed by the teacher. How to stimulate the students to study hard. Children with low value, they will be motivated to increase the learning and good value children will be more active in learning.

In this case, the researchers took a suggestion / step is by using the method of problem solving. In addition, the result was the application of problem solving methods could increase student motivation XI IPS 4 at MAN Jombang.

The study's findings indicate that the method can improve the learning student motivation especially on the subjects of Sociology. Increased motivation on problem solving methods first cycle on average 2.94 (less), increased to 3.95 in the second cycle (enough), the third cycle

After this meeting of researchers to evaluate learning outcomes during four previous meetings. Researchers conduct daily tests. From the results of their value can be known that they are able to understand and express the material being studied. From the observations of researchers here turns class XI IPS 4 at MAN Jombang active in discussions to resolve the issue and be able to understand the material so that the actions of the investigators as expected and close to optimal results.

B. Discussion

In the process of learning, not only convey knowledge, but also of motivation is important because psychologically the child will get excited when they watch. One way is to motivate attention.

Student success not only depends on the intelligence of the child alone, but also depends on how educators use appropriate methods and gave him motivation.

solving is very enthusiastic and excited. The form of motivation used sociology teacher to improve students' motivation towards a given subject is to give Schemas, gifts, compliments, body movements, giving assignments, giving tests, find results, penalty.

SUGGESTIONS

As a researcher, there are some suggestions that can be given for the creation and development of learning in the classroom, based on the results of action research that has been conducted by researchers, namely:

1. In the selection of the method must be adapted to the conditions of the students and the learning environment.
2. In this lesson, students should provide insights that can be used to support learning.
3. Further, improve relationships with parents that help facilitate teaching and learning.
4. Trying to apply methods that really fit with the circumstances and abilities of students.
5. Trying to improve and evaluate the extrinsic and intrinsic motivation of teachers and students in teaching and learning activities in the classroom.

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increases the average to 4.00 (good), and the fourth cycle ride be 4.03 (good).

CONCLUSIONS

From the shelf above it can be concluded:

1. Planning learning with problem solving methods, in an effort to increase student motivation XI IPS 4 at MAN Jombang, ranging from the formation of the group, making about problem solving, composing about post test will be given at the end of each cycle, and preparing media and learning resources needed.
 2. Implementation of learning by problem solving methods in order to increase student motivation XI IPS 4 at MAN Jombang, placing teachers as mentors and students are given the opportunity to actively think individually beforehand to resolve problem solving methods when teaching sociology class XI IPS 4 at MAN Jombang progress, and students working on the post-test at the end of the cycle. With the method of problem solving in learning sociology at MAN Jombang can increase student motivation especially students XI IPS 4. Response sociology students in learning by using a method of problem
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