



APPLICATION OF LEARNING STRATEGY PROVIDE OPPORTUNITIES FOR SUCCESS TO INCREASE LEARNING MOTIVATION IN ELEMENTARY SCHOOL TEACHER EDUCATION STUDENTS

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ABSTRACT--This research is conducted since the decrease of student's motivation in learning at students of elementary program for UMSU teachers. One of the solution to overcome the problem is by applying the Provide Opportunities For Success strategy this research aims to see the improvement on student's motivation after applying the Provide Opportunities For Success strategy. This is a classroom action research which is carried out in two cycles, consists of 4 phases, namely planning, implementing, observing and reflecting. Subject of the research is student of elementary program for teacher UMSU with the total 40 student's, the object is the effort to improve the student's motivation in social science. This research employed questionnaire, observation and documentation technique based on the data analytic in chapter IV, it can be concluded that the application of Provide Opportunities For Success strategy able to improve the student's motivation. it was showed from the improvement on statistical data in pre-cycle is 56% in raise 41-60, it improves become. 68% in the first cycle in medium range. In further, in cycle two it improves on 81% in range 81-100, high category.

Keywords : Provide Opportunities For Success strategy learning motivation.

PRELIMINARY Background

Motivation Learning is an impulse that arises from within the student and from outside the student to do something. Motivation from within students includes the desire and desire to succeed, the drive for the need to study, and expectations of student ideals. Meanwhile, the motivation from outside of the students includes appreciation, a conducive learning environment, interesting learning activities, and the lecturer's efforts in teaching students. Therefore, motivation as an inner process or psychological process that occurs in a person is strongly influenced by external factors (environment), and internal factors inherent in each person (innate), education level, past experiences, desires or future expectations.

Motivation is a change in energy in a person which is marked by the emergence of feelings (feeling) and is preceded by a response to the existence of goals. :9).

Based on the explanation above, it can be concluded that motivation and learning are two things that influence each other. Learning is a relatively permanent change in behavior that has the potential to occur as a result of practice or reinforcement based on goals to achieve certain goals. Motivation to learn can arise because of intrinsic, in the form of desire and desire to succeed and encouragement of learning needs, hopes for ideals. While the extrinsic are the rewards, a conducive learning environment, and interesting learning activities. But it must be



remembered, both of these factors are caused by certain stimuli, so that a person wishes to carry out learning activities that are more active and enthusiastic.

Learning motivation is needed by students in teaching and learning activities that students will learn effectively if they are really interested in the lesson. However, it is difficult for lecturers to find an interesting supply of ideas about lessons. Many lecturers are involved in routinely delivering subject matter so that they lose time and energy looking for things that motivate their students (Sobel, 2004:12). The occurrence of differences in reactions or activities in learning as described above can be explained through a discussion of differences in motivation. Motivation in learning is not only an energy that moves students to learn, but also something that moves student activities towards learning goals.

Based on the opinion above, it can be interpreted that motivation in learning is needed by students in the learning process. How is it possible for students to get good results in learning if they do not have enthusiasm and are not interested in learning. In addition, to foster student motivation in learning, learning approaches that attract students' attention are needed, including the use of strategies.

Learning strategies are general components of a set of learning materials and procedures that will be used together (Solihatin, 2012: 3). Thus, it can be concluded that the use of learning strategies by lecturers in transferring knowledge to students in order to attract students' daily attention or motivation in following the learning process, meaning that whatever the name and the strategy system can all increase student motivation in learning. In addition, learning strategies are one of the main skills and expertise that must be possessed by a lecturer, namely the ability in the field of education and lecturers, especially related to learning strategies. A lecturer is not only required to master the field of study to be taught, but also must master and be able to teach knowledge and skills to students. Basically, the use of learning strategies is to increase students' learning motivation (Wena, 2011: 49).

Wrong One learning strategy that can increase student learning motivation is learning strategy Provide Opportunities For Success. The Provide Opportunities For Success learning strategy is to provide students with opportunities for success, even the best, can be a cure for frustration and loss of motivation when they feel they are struggling or not getting recognition like other students. Ensure that all students have the opportunity to play to their strengths and feel included and valued. It can make a world of difference and increase student motivation (Susan Gingras Fitzell, 2014: 36).

Starting from the explanation above, the researcher conducted a preliminary study in the PGSD FKIP UMSU Study Program and obtained information that the lecturers had made various efforts to increase student learning motivation, including:

1. In the learning process, the lecturer applies role playing learning strategies
2. Lecturers apply the storytelling method in delivering the subject matter
3. Lecturers often ask questions with students about the material being taught

Based on the explanation above, it can be concluded that lecturers have made various efforts to create a learning process that is more attractive to students. However, there are still symptoms or phenomena in concentration courses.

1. Only about 18% or 6 students show enthusiasm in learning, such as paying attention to the lecturer's explanation and asking questions about the material being taught.
2. Of the 40 students, only 2 to 4 people responded to the lesson. While the others are silent



3. When the teaching and learning process takes place, many students play and do not pay attention to the lecturer's explanation
4. The number of students who are late to enter the class
5. The number of students who excused themselves in and out of class so that it could interfere with teaching and learning activities

RESEARCH METHODS

This type of research is classroom action research (CAR). Classroom action research is a form of reflective research conducted by educators themselves on curriculum, school development, improving learning achievement, developing teaching skills and so on (Arikunto, 2007:102). Classroom action research is research that describes the cause and effect of treatment, as well as describes what happens when the treatment is given (Arikunto, 2007:102). Thus, it can be concluded that classroom action research is a form of research carried out in classrooms in stages of action.

RESULTS AND DISCUSSION

A. Description Before Action

Motivation and learning are two things that influence each other. Motivation to learn can arise because of intrinsic, in the form of desire and desire to succeed and encouragement of learning needs, hopes for ideals. While the extrinsic are the rewards, a conducive learning environment, and interesting learning activities. But it must be remembered, both of these factors are caused by certain stimuli, so that someone wants to carry out learning activities that are more active and enthusiastic. indicators or elements that support. It has a big role in a person's success in learning.

Motivation is one of the most important components in learning and is something that is difficult to measure. Willingness to learn is the result of various factors, namely personality, habits, and student learning characteristics. In the classroom, students will find different reactions to the assignments and subject matter given by the lecturer. There are some students who are immediately interested in enjoying the new subject topics that we introduce to them, there are also some students who accept with feelings of irritation or resignation and others who really refuse to learn. There are differences in reactions or activities in learning as shown. described above, can be explained through a discussion of the differences in motivation.

Motivation is needed in teaching and learning activities, in other words, learning outcomes will be optimal, if there is motivation because motivation can function as a driver of effort and achievement. Someone does business because of motivation. The existence of good motivation in learning will show good results. Therefore, it is necessary to carry out an interesting learning process so that students' learning motivation increases in order to obtain the desired learning objectives.

Based on the pre-action data that the author obtained at the PGSD FKIP UMSU Study Program in the concentration course on Monday, June 12, 2021. The data can be seen in the table as follows:

Table 1. Classical Average Score Calculation Before Action

No	Category	Criteria	Number of Students	Percentage
1	Tall	81 - 100	0	0%
2	Currently	61 -80	6	18%



3	Low	41 - 60	26	79%
4	Very high	21 - 40	1	3%
Average percentage			56%	

Data Source: Research Processed Results 2021

Action Result Description

Cycle I

1. Action Planning

Planning is the preparation that is made before the implementation of the action. As for what will be prepared, namely:

- a. *Develop a lesson plan based on the implementation steps learning strategies* Provide Opportunities For Success with competency standards sincerely accept the meaning of obligations, rights and responsibilities as citizens in everyday life.
- b. *Prepare observation formats or observation sheets for activities carried out by lecturers and students during the learning process by applying learning strategies* Provide Opportunities For Success
- c. *Asking for the willingness of colleagues to be observers in the implementation of learning.*

Action Implementation Cycle I

Meeting 1

Cycle Meeting 1 will be held on Tuesday, June 20, 2021. The implementation of the action consists of several stages. At the first meeting, namely: the initial learning activities, which were carried out for approximately 10 minutes, namely the lecturer opened the lesson with greetings and prayers, the lecturer made student attendance and the lecturer explained the learning objectives and the lecturer explained the steps of the Provide Opportunities For Success learning strategy, then give an apperception of obligations and rights.

The main activity is carried out for 45 minutes. The activities carried out by lecturers in this activity, namely lecturers can make jokes about subject matter with their own creations, lecturers make multiple choice questions about the material you will teach. Add humor to the multiple choice items. For each question, instruct students to choose an answer that they think is an answer that cannot be correct, the lecturer makes story questions that contain a little humor in the question, the lecturer explains to the students that we will start the lesson/lecture with a fun opening activity before entering. on more serious material, the lecturer groups students into small groups. Each small group has a task to make fun or funny topics, concepts, or issues from the material being studied, the lecturer asked the groups to present their creations. Appreciate every creation, the lecturer asks students "What did they learn about our material from this exercise?", and the lecturer gives an explanation or continues the lesson with other materials.

While the final activity was carried out during 15 minutes. The activities carried out by the lecturers are the lecturers providing follow-up on the subject matter, the lecturers conduct questions and answers with students after that the lecturer closes the lesson with greetings.

Meeting 2

Cycle I meeting 2 will be held on Thursday 22 June 2021. The implementation of the action consists of several stages. At the first meeting, namely: the initial learning activities, which were carried out for approximately 10 minutes, namely the lecturer opened the lesson with greetings



and prayers, the lecturer made student attendance and the lecturer explained the learning objectives and the lecturer explained the steps of the Provide Opportunities For Success learning strategy, then gave apperception Duties and rights.

The main activity is carried out for 45 minutes. The activities carried out by lecturers in this activity, namely lecturers can make jokes about subject matter with their own creations, lecturers make multiple choice questions about the material you will teach. Add humor to the multiple choice items. For each question, instruct students to choose an answer that they think is an answer that cannot be correct, the lecturer makes story questions that contain a little humor in the question, the lecturer explains to the students that we will start the lesson/lecture with a fun opening activity before entering. on more serious material, the lecturer groups students into small groups. Each small group has a task to make fun or funny topics, concepts, or issues from the material being studied, the lecturer asked the groups to present their creations. Appreciate every creation, the lecturer asks students "What did they learn about our material from this exercise?", and the lecturer gives an explanation or continues the lesson with other materials.

While the final activity was carried out during 15 minutes. As for the activities carried out by the lecturers, namely the lecturer providing follow-up on the subject matter, the lecturer conducting a question and answer session with the students after that the lecturer closed the lesson with greetings.

a. Questionnaire Results Student Motivation Cycle I

Questionnaires were used to obtain information about the learning motivation of students of the PGSD FKIP UMSU Study Program in concentration courses. The questionnaire consisted of 25 statements, the questionnaire was distributed to 40 students. More clearly can be seen as follows:

Table 2. Calculation of the Average Score Classically Cycle I

No	Category	Criteria	Number of Students	Percentage
1	Tall	81 - 100	6	18%
2	Currently	61 - 80	13	39%
3	Low	41 - 60	14	42%
4	Very low	21 - 40	0	0%
Average percentage			68%	

Data Source: Research Processed Results 2021

Based on the data in the table above, it can be explained that the learning motivation of students of the PGSD FKIP UMSU Study Program in the concentration course of the entire number of students, namely 40 students who have motivation in the high category are 6 people or 18%, students who have motivation in the medium category are 13 people or 39%, students who have motivation in the low category are 14 people or 42% and students who have motivation in the very low category are no people or 0%.

The results of the above study indicate that classically students' learning motivation is still classified as moderate with an average percentage of 68% being in the 61-80 interval with the medium category.



2. Reflection

Reflection in the first cycle was obtained based on the results of data analysis for each step of implementing the action that the researcher would describe at this stage. Furthermore, it is discussed with the observer, who acts as an observer, namely a colleague. The reflection of cycle I is as follows:

- a. At the planning stage, basically the lecturers have made maximum learning preparations. Learning activities have been clearly illustrated in the syllabus and lesson plans that have been prepared. Thus, in the next cycle the lecturer will not make changes at the planning stage but will only further improve performance in order to optimize the learning process in accordance with the Provide Opportunities For Success-matching learning strategy procedures to achieve maximum goals.
- b. At the stage of implementing the action, there are several weaknesses in the activities of the lecturer, especially in the aspect of the lecturer making multiple choice questions about the material you will teach. Add humor to the multiple choice items. For each question, instruct students to choose the answer that they think is an answer that cannot be correct and on the aspect of the lecturer grouping students into small groups. Each small group has a task to make fun or funny topics, concepts, or issues from the material being studied, in these two aspects the lecturers do not do this during the learning process, this is because the lecturers do not really understand the steps for implementing learning strategies. Provide Opportunities For Success
- c. Student activities. The lack of lecturer activity turns out to have an effect on student activities, student learning conditions are less conducive, students tend to be less controlled and play typing in the learning process.
- d. Meanwhile, students' learning motivation classically in the first cycle was found to be 68% in the 61-80 interval with the Medium category.

Based on the reflection above, there are several weaknesses in the activities of lecturers, especially in the aspects: The lecturer makes multiple choice questions about the material you will teach. Add humor to the multiple choice items. For each question, instruct students to choose the answer they think is an answer that cannot be correct. the lecturer groups the students into small groups. Each small group has a task to make fun or funny topics, concepts, or issues from the material being studied and the lecturer asked about, "What did they learn about our material from this exercise?".

Cycle II

1. Action Planning

Planning is the preparation that is made before the implementation of the action. As for what will be prepared, namely:

- a. Develop a lesson plan based on the implementation steps The Provide Opportunities For Success learning strategy with competency standards suggests the implementation of obligations, rights and responsibilities as citizens of the community in daily life and carrying out obligations, rights and responsibilities as citizens in everyday life.
- b. Prepare observation formats or observation sheets for activities carried out by lecturers and students during the learning process by implementing the Provide Opportunities For Success learning strategy
- c. Asking for the willingness of colleagues to be observers in the implementation of learning.



CONCLUSION

The Provide Opportunities For Success learning strategy is a class that quickly creates a relaxed informal learning climate with the motivation of students using creative humor about the subject matter being taught. This strategy will not only make students humorous, but also think (Silbermen, 2009:56). Based on the results of data analysis, it is proven that the implementation of the Provide Opportunities For Success learning strategy can increase the learning motivation of Civics Education Study Program students of the PGSD FKIP UMSU Study Program. -60 with low category. There was an increase in the first cycle, namely 68% in the 61-80 interval with the medium category.

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