Improvement of Motivation, Courage of Opinion, and Citizenship Learning Results Through the Watusisi Portfolio Learning Model

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ABSTRACT
In the learning process in secondary school especially in sains subject requires unique skills and presentation metods so that students can receive the material well. Natural sains subjects become subjects that are considered severe, so it requires a methods that can improve learing motivation and student achievement in learning. This study aims to describe the increase in learning motivation, courage to argue, and learning outcomes of PPKn Nglipar through the Watusisi Portfolio learning model in class VIII B students of SMP Negeri 2 Nglipar, Gunung Kidul, Yogyakarta, Indonesia for the 2019/2020 academic year. The research was carried out in class VIII B with research subjects were 32 students. This type of research is classroom action research is a way to collect data by conducting observasion, tests, quesionnaires, and documentation by involving two observers, valid quantitative data obtained by validating items on the tests everyday. The results of this study indicate that: (1) there is an increase in students' learning motivation which was initially pre-cycle by 66.60% to 87.89% in the second cycle; (2) there is an increase in students' courage to argue which in the pre-cycle stage is 57.85%, the first cycle stage is 64.64%, and finally in the second cycle the students' courage to argue in learning increases by 75.31%; (3) there is an increase in student learning outcomes for class VIII B SMP Negeri 2 Nglipar, Gunung Kidul, Yogyakarta, Indonesia through the Watusisi Portfolio learning model for the 2019/2020 academic year.

Keywords: *Motivation, Opinion, Citizenship Learning*

1. INTRODUCTION

The learning outcomes of Class VIII B students of SMP Negeri 2 Nglipar on Civics subjects showed unsatisfactory results because many students had not completed the minimum completeness criteria (KKM). The KKM for PPKn subjects at SMP Negeri 2 Nglipar is 74. Complete learning is said to be successful if the student's score is greater than the KKM as much as 75%. In addition to the problem of learning outcomes that are still lacking, some students' activeness and enthusiasm for learning are also lacking. This is evidenced by the fact that many students do not want to have an opinion, are embarrassed to ask questions, feel confused when asked questions, and so on.

Class VIII B generally think that Civics lessons are difficult because there are many materials that need to be understood and memorized so that they are lazy to understand and memorize. Civics material also requires analysis of personal opinions which require analytical critical thinking skills from students, especially at the junior high school level, but not all of them are able to do it.

Based on this background, the authors formulate the problem as follows: 1) How to increase the motivation to learn Civics for class VIII B students of SMP Negeri 2 Nglipar through the Watusisi Portfolio learning model for the 2019/2020 academic year? 2) How to increase the courage of opinion for class VIII B students of SMP Negeri 2 Nglipar through the Watusisi Portfolio learning model for the 2019/2020 academic year? 3) How is the improvement

of Civics learning outcomes for class VIII B students of SMP Negeri 2 Nglipar through the Watusisi Portfolio learning model for the 2019/2020 academic year?.

The aims of this research are to increase learning motivation, courage to argue, and learning outcomes of Civics for Class VIII B students of SMP Negeri 2 Nglipar through the Watusisi Portfolio learning model for the 2019/2020 academic year. This research is expected to be useful for: students can be motivated to learn by applying the Watusisi Portfolio learning model. Civics teachers can improve students' learning abilities by applying appropriate learning models and can consider the results of this CAR to improve the quality of learning. Schools can use CAR results as input in an effort to improve the quality of learning and student learning outcomes[1]–[3]

Motivation is an important factor in learning activities. Students can achieve the expected learning outcomes because they have a strong motivation in themselves[4]. According to Santrock "motivation in volves the processes that energize, direct, and sustain behavior"[5]. Motivation is the process of turning on, directing, and maintaining behavior. Thus, students who have strong motivation will try to complete the tasks given by the teacher. According to Hamzah B. Uno, Learning Motivation is an internal and external encouragement for students who are learning to conduct behavior, in general with several indicators or supporting elements[6]. Sardiman states that a person's learning motivation is a non-intellectual psychological factor[7]. The typical role of motivation in terms of growing passion, feeling happy, and eager to learn.

According to Sardiman the motivational characteristics that each person has are different, including: (1) Diligent in facing tasks, (2) Tenacious in facing learning difficulties (not easily discouraged), (3) Shows interest in learning, (4) Prefers to work independently, (5) Can defend their opinion when they are sure of something, (6) It is not easy to let go of what they believe in, (8) Enjoys finding and solving problems[8]. Hamzah B. Uno classifies the characteristics of learning motivation as follows: (1) There is a desire and desire to succeed; (2) There is encouragement and need in learning; (3) The existence of hopes and aspirations for the future; (4) There is appreciation in learning; (5) There are interesting activities in learning; (6) The existence of a conducive learning environment [6]. According to Salamah and Retno Cahyaningtyas "Students who have high motivation will enthusiastically follow the lesson of students whose motivation to learn low they tend to be lazy in following the lesson"[9].

According to Dimyati and Mujiono "learning outcomes are the result of an interaction between learning and not teaching[10]. From the teacher's point of view, the act of teaching ends with the process of evaluating learning outcomes. From the learner's perspective, learning outcomes are a fragment and the pinnacle of the learning process[11][12][13].

According to Renaldy three indicators of courage to argue include: being able to express opinions, being able to ask questions, being able to answer questions[14]. Learning is an activity that students do every day. Formal learning is carried out in a school environment. However, the learning process should not only be done in the school environment. Students can study at home or anywhere that can increase their knowledge. The creation of a conducive learning environment will also have an effect on maximum learning outcomes. Nana Sudjana reveals that learning outcomes are a competency or skill that can be read by students after going through learning activities designed and implemented by teachers in a particular school or class [15]. Majid states that the nature of learning outcomes is a change in behavior after going through the teaching and learning process[16]. Behavior as a result of learning in a broad sense includes the areas of cognitive, affective, and psychomotor.

The Portfolio Model is a learning model designed so that students can understand the theory widely through empirical practice learning experiences by linking the concepts of the material being studied[7]. According to Budiansyah the basis for developing portfolio learning methods is constructivism learning theory[17]. In addition, portfolio learning is also based on the four pillars of education and democratic teaching.

2. METHOD

This type of research uses the type of classroom action research (CAR). This CAR is testing an idea into practice or a real situation with the hope that the activity is able to improve and improve the quality of the teaching and learning process. The researcher is directly present in the learning process, being a facilitator and mentor of the learning activities of the students. This research use desciptive qualitative approach.

The research was conducted at SMP Negeri 2 Nglipar, Gunungkidul, Yogyakarta Special Region. This research took place for 6 months starting from August 2019 to December 2019. The stages in this classroom action research include the pre-cycle stage, cycle I, and cycle II. The pre-cycle was held on August 6, 2019 and August 13, 2019, cycle I was held on August 20, 2019 and August 27 2019, while the second cycle was held on September 3, September 10, and September 17 2019. The subject of the action was one person PPKn teacher, namely Nurwahyuni, S.Pd. assisted by a teacher as an observer, namely Eni Choriyah, S.Pd. The subjects receiving the action were all 32 students of class VIII B SMP Negeri 2 Nglipar. The students of class VIII B were chosen as the subjects of class action research because most of them have not achieved satisfactory learning outcomes.

This study uses quantitative data and qualitative data. Quantitative data was obtained from pre-test and post-test

data, while qualitative data was obtained from direct observation/observation of the motivation and courage of students' opinions during the learning process. Sources of data in this study were class VIII B students, researchers, partner teachers who acted to document the learning process. The data collection technique used in this study consisted of data obtained from observations, tests and documentation.

Data analysis was carried out using the criteria for the learning motivation scale of students which were categorized into 4, namely: high, medium, sufficient, and low.

TABLE 1. *Criteria for Learning Motivation*

Interval	Criteria
3,6 – 4,0	High
3,0 – 3,5	Medium
2,5 – 2,9	Moderate
≤ 2,4	Low

At the end of each cycle, a written test is held. The results of the written test are used as a percentage with the formula:

$$\%At = \frac{\sum At}{N} \times 100$$

Description :% At : Percentage of students who finished studying

At : The number of students who have finished studying

N : The number of students who attend

The indicators for the success of this classroom action research are:

- If 75% of students are motivated to participate in the teaching and learning process and increase understanding of the subject matter.
- If 75% of students dare to have an opinion in front of the class / in public during learning.
- The learning outcomes of students complete each cycle and increase by 80% or more at the end of the cycle with a KKM of 74.

3. DISCUSSION AND RESULT

Precycle

Based on the results of the activities from the pre-cycle which were carried out on August 6, 2019 and August 13, 2019, it showed an unsatisfactory value. 9 students (28.13%), while 23 students (71.88%) scored below the KKM. It should be noted that the KKM of Class VIII Civics in 2019/2020 is 74. It can be analyzed that as many as 71.88% of class VIII B students are still below the standard value of the minimum completeness criteria for Civics on material about the role and position of Pancasila as the state foundation. and outlook on life. Based on this analysis, it was concluded that the method originally used showed a lack of absorption of knowledge in the lessons it received. In addition, the motivation and courage to argue that students are also less than optimal, as evidenced by the teaching and learning conditions in the classroom are still dominated by the teacher.

Cycle I

Before the improvement program was implemented, students did not understand the material about the role and position of Pancasila as the basis of the state and way of life. This is because the teacher does not explore the knowledge of students, so that students consider Civics lessons as a lesson with a difficult level of memorization that causes low student motivation. In addition, teachers have not used appropriate learning methods and in accordance with class conditions. Therefore. the teacher made improvements to the first cycle of learning. In the first cycle of 32 students, only 23 students scored above the KKM PPKn score, which was 74, while 9 students were still below the KKM.

Cycle II

In the implementation of the second cycle of learning, the teacher uses the Watusisi Portfolio learning model with the help of learning media made by students in groups. By using learning media in the form of a portfolio showcase made by students, they can understand the learning process enthusiastically and have motivation to learn. With the right method in learning, it can finally arouse the curiosity of students, students are able to analyze the problems discussed in groups. After the improvement of the second cycle of learning, the students who scored above the KKM were 27 out of 32 students, with a class average of 82.03%; the classical completeness level is 84.38%, and the absorption capacity is 82.03%.

Based on the results of classroom action research data processing, information was obtained that there was an increase in student motivation from the pre-cycle, first

cycle, and second cycle stages. The following table presents an increase in students' learning motivation from pre-cycle to cycle 2

TABLE 2. *Recapitulation of Student Motivation Observations in Pre-Cycle, Cycle I, and Cycle II*

Stages		High	Medium	Moderate	Low
Precycle	Number of students	9	6	3	14
	Percentage	28,13%	18,75%	9,37%	43,75%
Cycle 1	Number of students	9	10	11	2
	Percentage	28,13%	31,25%	34,37%	6,25%
Cycle 2	Number of students	18	10	4	-
	Percentage	56,25%	31,25%	12,50%	-

TABLE 3. *Percentage of Differences in Student Motivation Observations in Pre-Cycle, Cycle 1, and Cycle II*

Stage	Total score of students (maximum: 512)	Motivation percentage
Precycle	341	66,60%
Cycle I	382	74,60%
Cycle II	450	87,89%

The results showed that there was an increase in students' learning motivation whose initial condition was 66.60% increased to 74.60% in cycle 1, and increased again to 87.89% in cycle 2.

increase in the students' courage to argue from the pre-cycle stage, cycle I, and cycle II. The following table presents the increase in students' courage to argue from pre-cycle to cycle 2.

Increased Courage of Opinion

Based on the results of classroom action research data processing, information was obtained that there was an

TABLE 4. *Percentage of Difference in Results of Questionnaire Courage to Opinion Students in Pre-Cycle, Cycle 1, and Cycle II*

Stage	Number of student questionnaire scores (maximum: 2560)	percentage of questionnaire results
Precycle	1481	57,85%
Cycle I	1655	64,64%
Cycle II	1928	75,31%

The results of the questionnaire that had been filled out by the students showed that there was an increase in the students' courage to express their opinion. In the pre-cycle learning stage, the number of courage to argue was only 57.85%, then it increased in the first cycle of learning by 64.64%, and in the second cycle it increased by 75.31%. It can be said that in cycle II, learning has succeeded in increasing the courage of students' opinions. In the second cycle, the results have reached the target, which is more than 75%.

Increased Learning Outcomes

Based on the results of classroom action research data processing, information was obtained that there was an increase in student learning outcomes from the pre-cycle, first cycle, and second cycle stages. The following is a diagram of improving student learning outcomes from pre-cycle, Cycle I, and Cycle II.
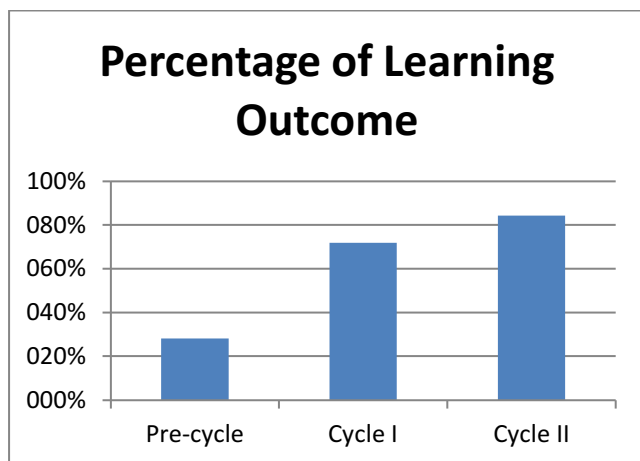
Percentage of Learning Outcome

TABLE 5. *Recapitulation of the Analysis of Learning Outcomes of Class VIII B Students at Pre Cycle, Cycle I, and Cycle II*

Description	Pre-cycle	Cycle I	Cycle II
Total value	2196	2574	2625
Average score	68,63	80,44	82,03
The Highest score	90	100	100
Lowest value	46	50	55
Standard deviation	10,77	13,61	12,11
KKM	74	74	74
The number of students	32	32	32
Remedi student	23	9	5
% Absorption	68,63	80,44	82,03
% Completeness	28,13	71,88	84,38
Evaluation date	August 13, 2019	August 27, 2019	September 17, 2019

Student learning outcomes can be seen from the increase in the average value of students by 80.44 in the first cycle and 82.03 in Cycle 2. Students' learning mastery in the pre-cycle is 28.13%, in cycle 1 is 71.88%, and in the second cycle of 84.38%. Thus, it can be concluded that learning in cycle II using the Watusisi Portfolio learning model assisted by learning media succeeded in increasing student learning outcomes according to the minimum completeness target of more than 80%.

4. CONCLUSION

The application of the Watusisi Portfolio learning model makes the learning process lively, more fun, attracts the attention of students more, the classroom situation becomes more conducive, students become more active, pays attention to lessons and there is an increase in teacher professionalism. The results showed that there was an increase in students' learning motivation which was initially pre-cycle by 66.60%, increasing to 87.89% in cycle 2. The increase in students' courage to think in cycle II increased according to the target of 75.31%. The increase in student learning outcomes for class VIII B SMP Negeri 2 Nglipar, Gunungkidul, Yogyakarta, Indonesia through the Watusisi Portfolio learning model for the 2019/2020 academic year can be seen from the increase in student learning mastery in the pre-cycle by 28.13%, an increase in cycle 1 by 71.88%, and increasing in the second cycle by 84.38%. The percentage in cycle II has succeeded in achieving the target, which is more than 80%.

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