



# Improving Motivation and Learning Outcomes in Social Studies Through the Kunjung Karya Method

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## ABSTRACT

This study aims to explain the increase in motivation and learning outcomes of social studies subject matter through the work visit method to fourth grade students of SD Negeri Semawung Kembaran, Kutoarjo District, Purworejo Regency for the 2021/2022 academic year. This research is a classroom action research. The subjects in this study were 24 grade TV students, with general procedures covering the stages of planning, acting, observing, and reflecting. The data collection methods are questionnaires, observations, and learning outcomes tests. The results of this study indicate that the application of the work visit method can increase students' motivation, creativity, and learning outcomes for social studies subject matter. This increase can be proven by an increase in learning motivation which at the pre-cycle stage was 12.50% to 45.80% in the first cycle, then in the second cycle it became 75.00% with a minimum high category; and an increase in learning outcomes at the pre-cycle stage by 37.50% to 66.67% in the first cycle, then increasing to 83.33% in the second cycle.

**Keywords:** motivation, learning outcomes, social studies, work visits

## 1. INTRODUCTION

Education is one of the gateways to a better life. Through education, we strive to create an environment for learning and self-development, both physically and non-physically, that can be applied to family life, community engagement, nation-building, and citizenship. Learning is the primary activity in the educational process at school. Learning is a conscious effort to change attitudes and behavior. Achieving such a change in behavior requires motivation.

Based on initial observations in the teaching of Social Studies subjects in the fourth grade of Semawung Kembaran Elementary School, 50% of the students' learning motivation falls into the low category. This is evident during lessons when students lack enthusiasm in participating, tend to be passive, have limited interaction among themselves and with the teacher. The students' activities are limited to listening to the teacher's explanations, summarizing important lesson materials, and solving problems given by the teacher.

Learning motivation is an internal and external drive in students who are studying to bring about behavioral changes, generally supported by several indicators or elements [1]. This statement explains that students'

within students to want to learn and achieve their goals. Students' learning motivation is also supported externally (extrinsic), such as a conducive environment, engaging learning activities, and the efforts made by teachers in designing lessons that ignite students' enthusiasm for learning.

Characteristics of motivation found in students include: 1) perseverance in facing tasks, meaning students can work continuously for extended periods, never giving up before completing a task, 2) persistence in facing difficulties, students do not easily give up when encountering challenges, 3) showing interest in various problems, being willing to confront problems and seek solutions to the challenges they encounter, 4) preferring to work independently, meaning they will work on their tasks without needing to be told, 5) quickly getting bored with routine tasks or mechanical activities, resulting in a lack of creativity, 6) being able to defend their opinions (when they are confident in something), 7) not easily letting go of what they believe in, meaning they trust in what they do, and 8) enjoying finding and solving problems [2].

Students will face significant challenges in the future due to the continuous changes in society in the era of technology and communication. Therefore, the Social Studies subject is designed to develop knowledge, understanding, and analytical skills about the social

© Learning Motivation arises from internal (intrinsic) drives

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conditions of society as they enter dynamic social life [3]. The main goal of Social Science is to develop students' potential to be sensitive to social issues in society, have a positive mental attitude towards addressing all kinds of inequalities, and be skilled in solving any problems that arise [4]. Social Studies learning aims to provide students with the knowledge to understand themselves and their social environment, as well as to develop critical thinking and problem-solving skills in their living environment, so that students become good and responsible citizens.

After a learning process concludes, students obtain learning outcomes. Learning outcomes are the most important part of the learning process. Learning outcomes are abilities that encompass various aspects that can be observed in students after they have gone through their learning experiences [5]. Learning outcomes play a crucial role in the learning process. Learning outcomes are used to determine the extent to which students can understand and comprehend the material. Lack of learning motivation and learning creativity affect the learning outcomes of students. The learning outcomes in the Social Studies subject for fourth-grade students at SDN Semawung Kembaran, Kutoarjo District, Purworejo Regency are still low. This is evident from the students' scores on daily quizzes in the Social Studies subject, which only reached a pass rate of 37.50% based on the Minimum Mastery Criteria (KKM) of 70. It can be said that learning in the Social Studies subject is still incomplete.

Teachers, as educators, are expected to provide learning experiences that encourage students to be enthusiastic and creative in following the learning process, thereby improving the learning outcomes of students. One of the teaching methods that can be applied to achieve this goal is the "kunjung karya" method. The "kunjung karya" method emphasizes communication among students, where students are divided into small groups and exchange ideas to solve the problems they face. The "kunjung karya" method encourages students to see what their peers are working on [6]. In this method, students observe each other's work and engage in questioning, providing comments, and offering suggestions. Meanwhile, the visited group responds. In this activity, students actively observe each other's work. The implementation procedure of the "kunjung karya" method is as follows: 1) Students collaborate in groups of four, as in a "brasa," 2) The teacher assigns a task to each group to discuss and work on together, 3) After completing the task, two members from each group are asked to leave their group and visit the other group. 4) The two "guests" share information and their work results with their hosts, 5) The "guests" excuse themselves and return to their original group, reporting what they discovered from the other group. 6) Each group then compares and discusses the results of their work together [7].

## 2. RESEARCH METHOD

This research employs the classroom action research method. The research subjects are the fourth-grade students of SDN Semawung Kembaran in the academic year 2021/2022. There are currently 24 students in the fourth-grade class, consisting of 14 male students and 10 female students. The object of this research is the improvement of motivation and learning outcomes in Social Studies through the "kunjung karya" method.

The research was conducted over a period of 3 months, consisting of 2 action cycles. Each action cycle consists of 2 meetings. The research was conducted from January to March, precisely in the second semester of the academic year 2021/2022. The design of this classroom action research uses a spiral or cycle strategy according to Kemmis and McTaggart because with this type of research, if any deficiencies are found during the implementation of actions, planning and implementation of improvements can still be continued in the next cycle to achieve optimal results. The data collection techniques used are questionnaires and learning outcome tests. The instruments in this research are questionnaire sheets and evaluation test questions (cognitive). The results of the students' learning motivation questionnaire scores from the pre-cycle, cycle I, and cycle II are analyzed by calculating the scores on the assessment scale using the percentage method. The test results of students' learning at the end of each cycle are calculated for their average values, and then the percentage of students' learning completeness is calculated based on the minimum mastery criteria (KKM).

The success indicators of this research are achieved if there is an improvement in the learning motivation and learning outcomes of Social Studies for students through the "kunjung karya" method from cycle I to cycle II. The action is considered successful if the level of students' learning motivation reaches a minimum of 70% with a high category. Meanwhile, the percentage of students' learning outcomes in Social Studies has reached a minimum of 70%.

## 3. RESULTS AND DISCUSSION

Based on the initial questionnaire results, 50% of the fourth-grade students at SDN Semawung Kembaran had low learning motivation, particularly in the subject of Social Studies (IPS). This was evident in the students' lack of motivation to learn, the dominance of lectures by the teacher, student passivity, quick boredom, and frequent drowsiness. The media used did not stimulate the students' learning motivation, leading to their low activity levels, limited interaction among students, and a lack of interaction between students and the teacher. The learning outcomes of the students in daily quizzes, especially in the subject of Social Studies, initially showed that only 37.5% of the students had passed.

The activities in Cycle I were conducted to improve the learning process and to assess the increase in motivation and learning outcomes of students in Social Studies. The learning activities were carried out using the "kunjung karya" method. The introduction involved a brainstorming session with students to remind them of previous lessons and prepare them for the upcoming lesson. During the core activity, the "kunjung karya" method was applied. Students were grouped into heterogeneous groups of four, which facilitated interaction among students and with the teacher. There was cooperation, questioning, sharing, discussions, and group presentation of learning outcomes. At the end of the cycle, students took an evaluation test. The closing activity was used to conclude the lesson, engage in reflection, and complete motivation questionnaires.

The data from the motivation questionnaire in Cycle I showed that 45.8% of the students achieved a minimum high category, with 8.3% in the very high category and 37.5% in the high category. This represented a 33.3% increase compared to the pre-cycle, where only 12.5% were in the high category. The results of the IPS learning outcomes at the end of Cycle I showed that 16 students met the minimum mastery criteria (KKM) of 70, accounting for 66.7% of the students. Based on this description, it can be concluded that the achievement did not yet meet the minimum high category of 70% according to the success indicators of the research, so the procedure for implementing Cycle II

was carried out.

Cycle II activities were conducted to improve the learning process, as Cycle I did not meet the research success criteria. The same "kunjung karya" method was used for teaching, but with more conducive classroom management. The introduction involved preparing students for learning and boosting their enthusiasm by singing the national anthem. The core activity began by organizing students into heterogeneous learning groups. Motivation was stimulated with the help of instructional video media and interactive question-and-answer sessions. The "kunjung karya" method was applied in a more controlled and conducive manner. The teacher was more attentive to students who were less active, providing support and guidance. At the end of the cycle, students took an evaluation test. The closing activity included reinforcing learning, reflection, and completing motivation questionnaires.

The results from the motivation questionnaire in Cycle II showed that 75% of the students achieved at least a minimum high category, with 25% in the very high category and 50% in the high category. In terms of learning outcomes in Cycle II, 83.3% of the students met the criteria for learning mastery (KKM). Based on this description, it can be concluded that the achievement in Cycle II met the research success indicators. There was an increase in students' learning motivation in IPS through

the "kunjung karya" method, with more than 70% of students achieving at least a minimum high category in motivation. Furthermore, there was an improvement in the learning outcomes in the subject of Social Studies, with more than 70% of students meeting the criteria for mastery. The percentage increase can be seen in the following diagram:

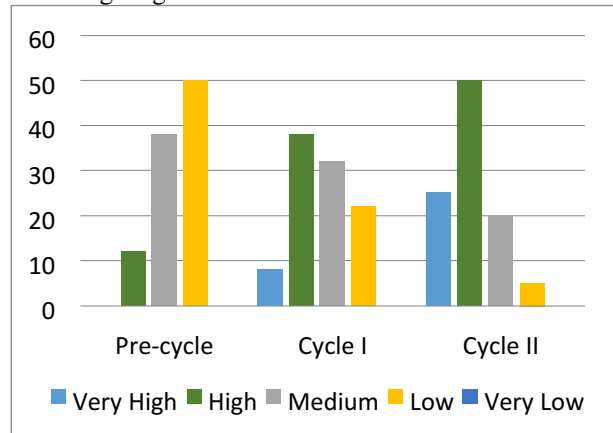


Diagram showing the percentage increase in learning motivation and learning outcomes in IPS from pre-cycle to Cycle I to Cycle II

The students' learning mastery in the pre-cycle was 37.5%, with 9 students achieving mastery, and an average score of 63.75. In Cycle I, the percentage of students who achieved mastery increased to 66.67%, with 16 students mastering the material, and an average score of 69.17. In Cycle II, there was a further improvement in students' learning mastery, with 20 students reaching the minimum mastery criteria (KKM), resulting in an 83.3% mastery rate, and an average score of 79.8. The summary of the percentage of learning mastery in Social Studies for students can be depicted in the diagram below:

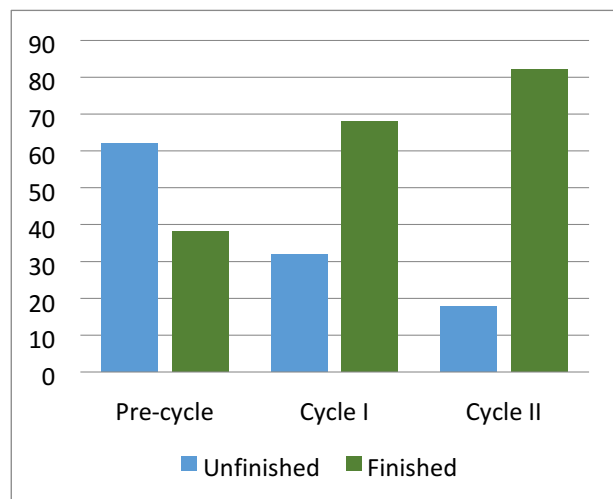


Diagram showing the Learning Mastery Percentage in Social Studies for Students in Pre-cycle, Cycle I, and Cycle II

## CONCLUSION

Based on the research results and data analysis presented, it can be concluded that the use of the "kunjung karya" method can enhance the learning motivation in the subject of Social Studies among fourth-grade students at SD Negeri Semawung Kembaran in Kutoarjo District, Purworejo Regency, for the academic year 2021/2022. This is demonstrated by the increase in the minimum high-category learning motivation from 12.50% in the pre-cycle, to 45.83% in Cycle I, and further increasing to 75% in Cycle II. The use of the "kunjung karya" method can also improve the learning outcomes in the subject of Social Studies among fourth-grade students at SD Negeri Semawung Kembaran in Kutoarjo District, Purworejo Regency, for the academic year 2021/2022. This is evidenced by the increase in the percentage of students who have achieved learning mastery. From 37.50% in the precycle, it increased to 66.67% in Cycle I, and further increased to 83.33% in Cycle II.

## RECOMMENDATIONS

The use of the "kunjung karya" method in the learning process can be considered as one of the options to enhance students' learning motivation. The implementation of the "kunjung karya" method can also be seen as an alternative to improve students' learning outcomes. The "kunjung karya" teaching method is not limited to the subject of Social Studies but can also be applied to other subjects to achieve the desired learning objectives. Schools are encouraged to continuously provide the necessary media and infrastructure to support the learning activities for smooth and improved quality of education.

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