



Application of Resource-Based Learning Model to Increase Motivation for Social Studies Learning on Cooperative Materials in Class IV SDN Sukaraya 03

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Abstract: This research is motivated by the low learning motivation of students in social studies subjects in grade IV SD Negeri Sukaraya 03. This study aims to find out and get an overview of Improving Social Studies Learning Motivation on Cooperative Materials in Class IV SDN Sukaraya 03 Kabupaten Bekasi and to find out whether there are benefits of Resources -Based learning on the quality of the social studies learning process in elementary schools. The benefit of the research results can provide some information about the practice of social studies learning patterns in cooperative materials through the Resource-Based Learning Model that teachers should do. The results of the study showed significant progress and improvement in each cycle. Resource-Based Learning can increase the motivation of the learning process which spurs students to be more active, creative, and innovative in learning.

Keywords: Improve, Motivation, Learning Model Resource-Based Learning

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INTRODUCTION

Based on the SD IPS Education Unit Level Curriculum states that: Social teaching in SD aims so that students can develop basic knowledge and skills that are useful for themselves in everyday life, while history teaching aims to enable students to develop an understanding of the development of Indonesian society from the past to now.

In that context, IPS must educate students to become citizens who have high awareness and responsibility for their nation, and prepare students for their future lives as information literate individuals and participate in social processes that exist in society. This means that students become concerned and responsive to problems that exist in society and try to find solutions according to their level of ability.

Thus, IPS is tasked with helping students to be able to develop their potential, both concerning cognitive potential (knowledge), affective (attitude), and psychomotor (skills) in their environment. This is the mission and essence of IPS SD (Sapriya, 2006).

The author believes that if the teacher does not understand the child's development, the

teacher will face difficulties in carrying out their duties because the teacher has underestimated the child's potential, whereas if the teacher forgets the demands and needs of society, the teacher will foster students in unrealistic dreams. Social studies teaching is not able to build students' social relationship skills. For that, the teaching program must be able to present the environmental problems of the child's life (Gurniawan, 2001).

The mission of teaching social studies will work well if the teacher can appreciate the meaning and content of social studies itself. As a social studies teacher, he is tasked with fostering students to live today and in the future, fostering students in skills and ways of understanding as well as dynamic approaches to social life, fostering knowledge and mental attitudes, also social studies teachers must guide students to have the opportunity to utilize their experiences and knowledge according to his limits. One of the fundamental challenges in teaching social studies at this time is finding innovative learning strategies that enable the improvement of the quality of the learning process (Sukirman, 2007).



This is felt to be urgent along with the development and advancement of science and technology which opens up the possibility for students not only to learn in the classroom but also to learn outside the classroom. By learning as this student will more freely express or build ideas based on information from various sources, train students' abilities to be able to solve problems or issues that exist in society, so that the learning process will describe unity and between knowledge skills, students' understanding and skills, students interact with the community environment, students can think critically, creatively and can carry out activities in learning.

The idea that the teaching and learning process should be done by utilizing the environment as a learning resource is not a new thing. Students learn directly from their own experiences, rather than relying solely on obtaining information from books (Gurniawan, 2001).

This is intended to provide the presentation of social studies teaching into a more exciting learning atmosphere, which in turn can improve the quality of the social studies learning process itself for the achievement of educational goals in general. One of the educational problems faced by the Indonesian nation is the low quality of education at every level and unit of education, especially basic education. In this regard, low achievement also occurs in class VI SDN Sukaraya 03, especially in social studies on cooperative material. This is evidenced by the low value of each daily test value.

The data on the analysis of the evaluation results of each subject of cooperatives or basic competencies shows that students who master the material in general learning completeness are still below the minimum standard of learning completeness, due to the lack of enthusiasm of teachers in social studies learning, likewise the management of the Teaching and Learning Process (PBM) is always conventional. or traditional or more specifically DDCH (Sit, Listen, Record and Memorize).

Based on the reality in the field, there are several problems experienced by students, teachers, and supporting factors for the success of learning.

In the material in Class VI SDN Sukaraya 03, there are problems experienced by students, among others; a) Lack of student motivation towards social studies, especially cooperative material; b) Student activeness in answering teacher questions is still lacking; c) Student activeness in asking teacher questions is still lacking; d) The activeness of students in the discussion has not been seen; e) The participation and role of students in the learning process are still lacking.

The problems experienced by teachers include; a) The development of teaching materials carried out by the teacher is not optimal; b) The learning process strategy is not yet visible; c) The learning method chosen is not quite right; d) The teaching material displayed by the teacher is inadequate; e) The learning resources chosen and used by the teacher are not optimal.

Problems with learning support factors, among others; a) Parents of students do not understand the education of their children; b) The economic situation of many parents who are less well off; c) Facilities and infrastructure are less supportive.

To solve the problems mentioned above, the researcher will try to use the Resource-Based Learning model. Using the Resource-Based Learning model is an alternative to increasing social studies learning motivation on the subject of cooperatives by creating resource-based learning situations, which expose students to a learning resource individually or in groups, not in a conventional way.

In Resource-Based Learning, the teacher is not the only learning resource. Students can study in the library room, even outside of school, if they study an environment related to assignments or learning materials including cooperative material. To improve



concept mastery in the field of social science. Sagala, (2003, p. 65).

So, Resource-Based Learning is used in various meanings, whether in programmed lessons or modules that follow predetermined steps or in doing independent tasks based on problem-solving, discovery and research techniques, depending on the teacher's decision and the possibilities in the curriculum. that applies in school.

The empirical reality in the field shows that social studies learning in elementary schools, especially in class VI SDN Sukaraya 03, especially in the aspect of learning resources that are selected and used by teachers in learning activities, have not made use of existing learning resources around the school, teachers use learning resources that are fixated on textbooks has been provided by the government so that the quality of social studies learning is less meaningful.

Starting from the facts above, it is deemed necessary to introduce, understand, develop and implement a Resource-Based Learning model utilizing learning resources to solve problems of the low quality of the learning process in grade VI SDN Sukaraya 03.

RESEARCH METHODS

The research method carried out at SDN Sukaraya 03 is learning improvement. The type of research used is classroom action research (PTK). Kunandar revealed that:

Classroom action research can be defined as action research conducted by a teacher who is also a researcher in his or her class or together with others (collaboration) by designing, implementing, and reflecting on collaborative and participative actions that aim to improve or improve the quality (quality) of the learning process in the classroom.

The learning improvement referred to is an improvement in the Class IV IPs learning through the Resource-Based Learning model. Because it is an improvement, of course, the implementation of the learning is

not enough just once, but it is required repeatedly from one cycle to another so that the learning outcomes can be optimal.

RESULTS AND DISCUSSION

Initial Conditions

Students who are the subject of research are fourth-grade students of SD Negeri Sukaraya 03, where the learning conditions so far are still weak with indications; 1) The score is still low, that is, the average daily test score before the class action is 50 below the KKM that has been determined, namely 60, with the highest score attainment of 60; 2) Motivation is still low, this is indicated by the slow completion of daily tasks, the laziness of students in participating in learning activities and noisy actions in class as a reflection of low learning motivation.

Cycle I

Based on this planning, the researcher includes a Learning Implementation Plan as attached. The activity in the cycle I am to compile an action plan based on the results of reflection and revision. Motivational planning in this cycle I action is as follows; a) The development of the material is adapted to the curriculum, its preparation includes the three aspects of cognitive, affective, and psychomotor; B) The strategy developed by the researcher involves students to participate in learning to give assignments as a whole and is adapted to the material and class conditions. Encourage student interest and attention to learn in all its variations; c) The method is chosen and used in the first cycle, using the lecture method; d) The teaching media selected and used in cycle I use the Resource-Based Learning model, this is very easy to obtain and must involve students so that the proportion of students is more than the teacher, the teacher is only the result; e) The learning resource chosen and used in this cycle is the Resource-Based Learning model of cooperative material.

Activities in the first cycle of action are observing the course of the learning process using environmental media, meanwhile, the activities of researchers and research



partners are to carry out actions in the form of teaching implementation activities according to the plan that has been compiled. The implementation of this cycle I action was carried out on Thursday 24 January 2019.

At the beginning of the teaching, after replying to greetings the teacher held apperception through questions and answers that led to the topic of student cooperatives seemed not enthusiastic. At the

core of teaching, the teacher explains a little about the concept of cooperatives. Then the teacher distributes the LKS (attached) to the groups that have been formed beforehand, to be done according to the instructions in the LKS in group discussion. During the group discussion, the teacher went around to see the children's work. At the end of the teaching, the teacher conducts a written evaluation as a post-test.

Table 1. Cycle I Test Results

No	score(x)	frequency (f)	Percentage (%)	Note
1	50	15	48.39%	Not Completed KKM 70.97%
2	60	7	22.58%	
3	70	8	25.81%	Completed KKM 29.03%
4	80	1	3.23%	
Quantity		31	100%	
Average				67.42

Cycle I

Based on the results obtained from the implementation of resource-based learning model research, as a learning resource to improve the quality of social studies learning at SDN Sukaraya 03. Happy Coral. The teaching method is chosen and used by the teacher, there is an increase from the previous cycle, this is evidenced by the ability and skills of the teacher in implementing a method that has been seen, this can be seen by the presence of the skills and skills of the teacher in implementing

variations in the various methods of teaching implementation. The cycle that needs attention is only to improve again. The score shows an increase to 4 in the good category. The activeness of students in group discussions, there is progress from the previous cycle, where student participation in activities has been seen, as well as student cooperation with group friends, has been seen to be established. In this cycle, it remains only to try to improve further. The acquisition value shows that the number has increased to 4 in the good category.

Table 2. Cycle 2 Test Results

No	Score (x)	frequency (f)	Percentage (%)	Note
2	60	6	19.35%	Not Completed KKM 19.35%
3	70	14	45.16%	
4	80	11	35.48%	Completed KKM 80.65%
Quantity		31	100%	
Average				71.61

CONCLUSSION

According to the results of research data processing and implementation of research results on increasing social studies learning motivation in cooperative material through

the Resource-Based Learning model implemented in class IV SDN Sukaraya 03 Kec. Happy Coral. Bekasi, the writer can conclude that; 1) Social studies learning with the Resource-Based Learning model can improve the quality of the learning process,



this can be proven by increasing student activity in the learning process, student activity in the activeness of students in answering questions, activeness in asking questions, student involvement in the learning process, activeness students in group discussions and student activeness in implementing social studies learning through the Resource-Based Learning model; 2) Social studies learning with the Resource-Based Learning model turns out to be able to change the attitude of students who were initially less enthusiastic and not so responsive to the enthusiasm and full of confidence. Social studies learning through the Resource-Based Learning model can enhance an active and interactive learning process; 3) Social studies learning with the Resource-Based Learning model as a learning resource will be more meaningful if it is supported by material development, teaching strategies, teaching media, teaching methods and the selection of appropriate learning resources; 4) Social studies learning through the Resource-Based Learning model as a learning resource can create self-recognition of students as social creatures towards themselves and their environment so that they can increase activity, creativity in the learning process; 5) The Resource-Based Learning Model for teaching can be carried out by students together by utilizing free time in the classroom or students bring their own experiences in the classroom to tell what they have seen. Taking students out of class can be considered as a field trip method, field trips do not have to belong outside the classroom, but with a limited time, it can be done, especially activities around the school. It is clear that there are many advantages of studying outside the classroom, including students being able to observe diverse realities up close, live new experiences by trying to participate in activities, answer problems by seeing, hearing, trying, and proving directly. Social studies learning through the Resource-Based Learning Model will be effective if it is carried out with direct experience according to the needs of the child.

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