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AUGMENTING ELEMENTARY SCHOOL STUDENT LEARNING MOTIVATION AND OUTPUT THROUGH THE GUIDED LEARNING MODEL

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ABSTRACT

This research gives an analysis to (1) elevate elementary school student learning motivation using the guided inquiry learning model and (2) enhance elementary school student learning output using the guided inquiry learning model. It used primary data collected through questionnaires, tests, and observation sheets filled by teachers. The data analysis technique was descriptive with a classroom action research (PTK) model. The results demonstrate that (2) the guided inquiry learning model allowed teachers to escalate elementary school student learning motivation, as attested to by a preliminary observation score of 54.92%, which was in the low motivation criteria, then rising by 67.25%, which was in the high motivation criteria, in Cycle 1 and by 85.50%, which was in the very high motivation criteria, in Cycle 2, and (2) the guided inquiry learning model enabled teachers to improve elementary school student learning output, as proven by the preliminary observation score exhibiting that 37.50% of students had passed the Minimum Completeness Criteria (KKM). The score rose by 83.33% in Cycle 1 and 100% in Cycle 2.

Keywords: Learning Output, Learning Motivation, Guided Inquiry.

INTRODUCTION

It is critical for increasing student learning motivation as we often find them being lazy, annoying, or absent when they are learning. Such behaviors may be caused by different reasons, e.g., illness, hunger, sleepiness, and so forth. As asserted by Prawira (2014:319), motivation was derived from the Latin word *movere*, which means movement or urge to move. In addition to motivation, learning output is another crucial aspect which calls for teachers to design different learning experiences of each study subject in conforming with education units and characteristics of schools, regions, and students. Tests used to determine learning achievement constitute a tool to gauge students' certain aspects, *inter alia*, knowledge, apprehension, or application of a concept.

The Ministry of Education and Culture Regulation Number 41/2007 states that every teacher shall make complete and systematic lesson plans (RPP) to realize interactive, inspiring, fun, and challenging learning which motivates students to participate actively and

afford them space to develop interests and skills. Accordingly, teachers should apply learning models which boost active participation and manifest meaningful learning. One of the learning models is inquiry learning.

This research focuses on examining sixth graders, who, based on the preliminary observation, have not passed the Minimum Completeness Criteria. The students, who are 75. 50% of the total number of students, do not accomplish Core Competency (KI) 3. Comprehending factual knowledge by observing (listening, seeing, reading, and inquiring) and showing curiosity pertinent to self, God's creatures and their activities, and objects around houses, schools, and playing grounds. Core Competency 3 is divided into Basic Competencies (KD) 3.1. Identifying geographic characteristics and socioeconomic and political aspects of ASEAN countries (35% of Minimum Completeness Criteria), 3.2. Identifying socio-cultural changes in Indonesia because of modernization (45% of Minimum Completeness Criteria), 3.3. Investigating the economic, political, social, cultural, technology, and educational position and roles of Indonesian in ASEAN (53% of Minimum Completeness Criteria), and 3.4. Understanding the meaning of the proclamation of independence, struggles to sustain independence, and efforts to develop the life of a prosperous nation (64% of Minimum Completeness Criteria).

Building on the background, we are interested in making research titled "Augmenting Elementary School Student Learning Motivation and Output through the Guided Learning Model".

RESEARCH METHODOLOGY:

This was classroom action research with a descriptive research type using a survey method. This research was carried out to implement the guided inquiry learning model which could promote elementary school student learning motivation and output using two research variables, which were input and process.

RESULT:

A. Initial Result:

a. Teacher Activities Using Conventional Learning Models:

Table 1 indicates teacher performance in learning activities using conventional methods.

Table 1: Teachers' Initial Performance in Learning Activities

Achievement	Frequency	Score	Percentage (%)	Maximum Score
TB	0	0	0.00	64.76%
KB	3	6	9.68	
CB	11	33	35.48	
B	6	24	19.35	
SB	1	5	3.23	
Total	21	68	67.74	

Source: Processed data, 2021

As indicated in Table 1, the score achieved by teachers regarding learning activities was not optimal but considered acceptable (64.76%). Teachers, hence, should augment the score by mastering the class, encouraging student learning enthusiasm, using effective learning sources, using effective learning media, bringing about attractive messages, engaging students to use learning media more, fostering students to participate actively, giving a good response to student participation, manifesting a conducive personal relationship, creating problems related to learning materials, and inducing students to answer the problems briefly.

b. Observation of Students:

Observation of students was conducted by distributing questionnaires addressing their learning motivation and test. The result is pointed out in Table 2.

Table 2: Students' Initial Learning Motivation and Output

			Learning Output (Initial)		Total
			KKM Fulfilled	KKM Unfulfilled	
Learning motivation (initial)	High	Count	0	1	1
		% of Total	0.0%	4.2%	4.2%
	Medium	Count	7	6	13
		% of Total	29.2%	25.0%	54.2%
	Low	Count	2	8	10
		% of Total	8.3%	33.3%	41.7%
Total		Count	9	15	24
		% of Total	37.5%	62.5%	100.0%

Source: Processed Data, 2021

The following is the description of the result of cross-tabulation between learning motivation and output.

1) Student Low Learning Motivation:

Predicated in Table 2, of 24 students observed, one showed a high motivation (4.20%). 13 students showed a medium motivation (54.20%), whereas 10 others showed a low one (41.70%). The high percentage on the low motivation showed that conventional models used by teachers did not motivate students to learn. Teachers should consider this result as a motivation process affecting learning output adversely.

To advocate the result, we presented Table 3, which showcases the result of the preliminary observation of student learning motivation.

Table 3: Students' Initial Learning Motivation by Indicators

Indicator	Score			Criteria
	Actual	Ideal	%	
Responsibility	325	600	54.17%	Low
Output achieved	331	720	45.97%	Low
Self-development	337	600	56.17%	Low
Self-independence in action	325	480	67.71%	Low
Total	1,318	2,400	54.92%	Low

Source: Processed Data, 2021

Table 2 shows off elementary school student's low learning motivation in the initial observation. This low motivation was due to students' lack of responsibility and intention to achieve the learning output required based on the Minimum Completeness Criteria.

2) Most Student Learning Outcome Did Not Fulfill the Minimum Completeness Criteria

As demonstrated in Table 2, of 24 students studied, nine (37.50%) had fulfilled the Minimum Completeness Criteria for the social science subject, while 15 others (62.50%) did not. In other words, students who were able to fulfill the Minimum Completeness Criteria came with a lower number than those who were unable to. That being so, teachers should take remedial actions when finding students who continuously showed a lack of abilities to apprehend learning materials.

B. Implementation of Cycle 1:

1) Cycle 1 Observation of Teachers:

Table 4 exhibits the result of cycle 1 observation of teacher performance in using the guided inquiry learning model.

Table 4: Teacher Performance in Cycle 1

Achievement	Frequency	Score	Percentage (%)	Maximum Score	Statement of the Percentage
TB	0	0	0.00	80.95%	Good
KB	0	0	0.00		
CB	6	18	19.35		
B	8	32	25.81		
SB	7	35	22.58		
Total	21	85	67.74		

Source: Processed Data, 2021

As indicated in Table 4, in cycle 1, teachers manifested good achievement at 80.95%. The score was indicative of teachers' good performance after they used the guided inquiry learning model. The model prompted teachers and students to be more interactive and thereby making the learning process more effective and realizing high learning motivation and output in

line with the Minimum Completeness Criteria for the social science subject.

2) Cycle 1 Observation of Students:

Table 5 manifests student learning motivation and tests, observed by questionnaires.

Table 5: Student Learning Motivation and Output in Cycle 1

			Learning Output (Cycle 1)		Total
			KKM Fulfilled	KKM Unfulfilled	
Learning motivation (Cycle 1)	High	Count	17	2	19
		% of Total	70.8%	8.3%	79.2%
	Medium	Count	3	1	4
		% of Total	12.5%	4.2%	16.7%
	Low	Count	0	1	1
		% of Total	0.0%	4.2%	4.2%
Total		Count	20	4	24
		% of Total	83.3%	16.7%	100.0%

Source: Processed Data, 2021

The following is the description of cross-tabulation between learning motivation and outcome.

a) Student Learning Motivation

As pointed out in Table 5, of 24 students, 19 students showed a high motivation (79.20%). Four students showed a medium motivation (16.70%), whereas one student showed a low one (4.20%). The result substantiated that the elementary school students were challenged when using the guided inquiry learning model. The students were more active in participating in social science learning. The active participation would contribute to the elevation of learning output.

Table 6 presents the result of cycle 1 observation of student learning motivation by certain indicators.

Table 6: Student Learning Motivation in Cycle 1

Indicator	Score			Criteria
	Actual	Ideal	%	
Responsibility	433	600	72.17%	High
Output achieved	479	720	66.53%	High
Self-development	396	600	66.00%	High
Self-independence in action	306	480	63.75%	Medium
Total	1,614	2,400	67.25%	High

Source: Processed data, 2021

As showcased in Table 6, in general, elementary school student learning motivation in cycle 1 was high (67.25%). The learning motivation had increased by 12.33%. And yet, the result still demanded some improvement on account of one medium indicator, namely student self-independence in action, to create an effective and efficient learning process which could propel student comprehension.

b) Student Learning Output:

As shown off in Table 5, of 24 students, 20 had fulfilled the Minimum Completeness Criteria for the social science subject (83.33%), whereas four did not (16.67%). This result signified an increase in student learning output after the guided inquiry learning model was applied. The model helped students understand the material concept and context which entailed students making a synthesis from it.

The implementation of the guided inquiry learning model in cycle 1 created a good result, in which most students (17 in number, or 70.80%), who had high motivation, were able to achieve good learning output and fulfilled the Minimum Completeness Criteria for the social science subject.

3) Reflection Analysis of Action in Cycle 1:

Building on the result of classroom action research in cycle 1, some aspects were in need of improvements.

1) In cycle 1, teachers still:

a) Divided students into groups.

b) Asked students to propose temporary answers.
c) Guided students to determine experiment steps.
d) Guided students to acquire data through direct experiment and observation.
e) Directed students in delivering the result of data processing.
f) Randomly appointed students to present the discussion result.
2) Meanwhile, in cycle 1, students still:
a) Showed low motivation (one student).
b) Showed a poor ability to respond to what was explained by teachers at the beginning of the lesson.
c) Showed a poor ability to express and formulate hypotheses.
d) Showed a poor ability to draw conclusions.

Considering these poor aspects, another cycle should be manifested to make improvements and achieve an optimum result.

C. Implementation of Cycle 2

1) Cycle 2 Observation of Teachers

The result of cycle 2 observation of teachers in terms of the use of the guided inquiry learning model is demonstrated in Table 7.

Table 7: Teacher Performance in Cycle 2

Achievement	Frequency	Score	Percentage (%)	Maximum Score	Statement of the Percentage
TB	0	0	0.00	93.33%	Very good
KB	0	0	0.00		
CB	0	0	0.00		
B	7	28	22.58		
SB	14	70	45.16		
Total	21	98	67.74		

Source: Processed data, 2021

As demonstrated in Table 7, teacher performance in cycle 2 achieved a very good score, i.e., 93.33%. In other words, in cycle 2, teachers had exhibited a good ability to implement the guided inquiry learning model in the social science subject, especially the leadership material, and that being so, spurring students to be more active in learning and deriving the expected learning output. This good performance could be realized since both teachers and we had been able to reconstruct the lacks found in cycle 1.

2) Cycle 2 Observation of Students:

Table 8 exhibits the result of observation to student learning motivation and tests.

Table 8: Student Learning Motivation and Output in Cycle 2

			Learning Output (Cycle 2)	Total
			KKM Fulfilled	
Learning motivation (cycle 2)	Very high	Count	13	13
		% of Total	54.2%	54.2%
	High	Count	11	11
		% of Total	45.8%	45.8%
Total		Count	24	24
		% of Total	100.0%	100.0%

Source: Processed data, 2021

The following is the description of the cross-tabulation between learning motivation and output.

a) Student Low Learning Motivation:

Based on Table 8, of 24 students, 13 indicated a very high motivation (54.20%), and 11 indicated a high motivation (45.80%). The result is indicative of elementary school students getting accustomed to the guided inquiry learning model and thus manifesting enthusiasm and activeness in participating in social science learning. It signified students' good ability to apprehend and achieve the Minimum Completeness Criteria for the social learning subject.

To espouse the result, we pointed out the result of our cycle 2 observation of student learning motivation based on certain indicators.

Table 9: Student Learning Motivation in Cycle 2

Indicator	Score			Criteria
	Actual	Ideal	%	
Responsibility	550	600	91.67%	Very high
Output achieved	562	720	78.06%	High
Self-development	533	600	88.83%	Very high
Self-independence in action	407	480	84.79%	High
Total	2,052	2,400	85.50%	Very high

Source: Processed data, 2021

As pointed out in Table 9, in general, elementary school student learning motivation was in a high criterion (85.50%). Learning motivation increased by 18.25% from cycle 1 and 30.58% from the initial observation. The high result represented good learning activities implemented by teachers who had applied the guided inquiry learning model and accordingly, stimulate students to show optimum motivation for participating in all social science learning activities.

b) Student Learning Output:

As presented in Table 8, all elementary school students had accomplished the Minimum Completeness Criteria for the social science subject. This result testified that the guided inquiry learning model allowed elementary school students to apprehend learning materials easily and accordingly, augment learning output keeping pace with the criteria defined. The final result stated that 13 students (54.30%) demonstrated a high motivation and learning output which fulfilled the Minimum Completeness Criteria.

3) Reflection Analysis of Action in Cycle 2

This reflection was conducted at the end of cycle 2 to derive the description of actions needed to elevate student learning motivation and output. We did this activity with the subject teachers. Based on teachers' observation in cycle 2, student abilities increase and met the criteria predefined. The result progressed teachers to invariably apply the learning method to boost student ideal learning motivation and learning output which enable them to achieve in academic.

DISCUSSION

1. Elevating Student Learning Motivation Using the Guided Inquiry Learning Model

Building on the result of student learning motivation testing, teachers could enhance student learning motivation for learning social sciences using the guided inquiry learning model. It was attested to by the initial score of 54.92% (low motivation) increased by 67.25% (high motivation) in cycle 1 and 85.50% (very high motivation) in cycle 2. The scores proved that the guided inquiry learning model was crucial to encourage students to participate in learning actively. Hence, in implementing the guided inquiry learning model, teachers should help students comprehend the learning concept and context to earn not only emotional but also spiritual intelligence. As the result, student learning motivation would be more sustainable.

The result, theoretically, was commensurate with Rahmawati (2014), that guided inquiry learning was effective to enhance student learning motivation and scientific skills. The guided inquiry model allowed teachers to guide students to actively engage with activities. Using the model, teachers proposed questions and oriented students to execute either individual or group discussions. Here, teachers had an active role in determining the problem and problem-solving stages. The guided inquiry learning model was part of the learning activity using contextual approaches which fostered students to learn.

2. Elevating Student Learning Output Using the Guided Inquiry Learning Model:

As demonstrated by the result of student learning motivation, teachers could improve student learning output in the social science subject using the guided inquiry learning model. The result was shown by the Minimum

Completeness Criteria fulfilled by 37.50% of students in the preliminary observation and increasing by 83.33% in cycle 1 and 100% in cycle 2. The scores denoted that teachers could increase learning output using the guided inquiry learning model effectively. Additionally, teachers should combine the guided inquiry learning model with different learning media, methods, and strategies, promoting the model to be a positive alternative which could augment student learning output. Besides, teachers should make innovation and be creative in making the guided inquiry learning model more interesting and aligned with the real education world.

The result was congruent with Jauhar (2013:698), that guided inquiry constituted one of the inquiry learning models designed to deliver concepts or relationships between concepts. Teachers had an active role in defining problems and problem-solving stages. That being so, the guided inquiry was one of the learning models which allowed students to find material concepts by discussing. Students were guided with several questions and asked to formulate the problem. Here, teachers should give students guidance to help them understand the learning concept and context.

CONCLUSION:

Based on the result and discussion, the conclusions were, therefore:

1. Teachers could elevate student motivation for learning social sciences using the guided inquiry learning model. It was attested to by the initial score of 54.92% (low motivation) increased by 67.25% (high motivation) in cycle 1 and 85.50% (very high motivation) in cycle 2. The scores proved that the guided inquiry learning model was crucial to encourage students to participate in learning actively.
2. Teachers could improve student learning output in the social science subject using the guided inquiry learning model. The result was shown by the Minimum Completeness Criteria fulfilled by 37.50% of students in the preliminary observation and increasing by 83.33% in cycle 1 and 100% in cycle 2. The scores denoted that teachers could increase learning output using the guided inquiry learning model effectively.

SUGGESTION

Building on the conclusion, we proposed the following suggestions.

1. In implementing the guided inquiry learning model, teachers should help students comprehend the learning concept and context to earn not only emotional but also spiritual intelligence. As the result, student learning motivation would be more sustainable.
2. Teachers should combine the guided inquiry learning model with different learning media, methods, and strategies, promoting the model to be a positive alternative which could augment student learning output. Besides, teachers should make innovation and be creative in making the guided inquiry learning model more interesting and aligned with the real education world.

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