

THE ROLE OF TEACHERS IN ACTIVE LEARNING TO ENHANCE STUDENTS' INTEREST IN NATIONAL INTEGRATION MATERIAL FOR 10TH GRADE STUDENTS AT STATE SENIOR HIGH SCHOOL 1 SIMPANG KANAN

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ABSTRACT

Education encompasses learning experiences occurring in various environments throughout life and can be interpreted as teaching organized in schools as formal educational institutions. Teachers play a crucial role in educating students to develop good character by using varied methods to create an engaging learning atmosphere. One increasingly popular method in educational practice is Active Learning. Learning interest significantly influences the learning process. At SMA Negeri 1 Simpang Kanan, students' interest in Civics, particularly the topic of National Integration, is still low, resulting in poor learning outcomes. This research aims to understand how to increase the interest of 10th-grade students at SMA Negeri 1 Simpang Kanan in the topic of National Integration and to identify factors causing the lack of interest. The research employs a qualitative method with data collection techniques including interviews, documentation studies, and observations. The results show that using Active Learning methods can improve students' learning outcomes in the topic of National Integration, positively impacting their learning interest.

KEYWORDS Education, Teacher, Active Learning, Learning Interest, Civics Education



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INTRODUCTION

Education is all learning experiences that occur in all environments and throughout life, and education can be interpreted as teaching organized in schools as formal educational institutions. Education is an important aspect of human life because it is a tool for developing individuals from being less good to good, to

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produce quality individuals, educate individuals, and advance the life and welfare of the nation. Therefore, one of the most important components of education is the teacher.

The role of teachers in nurturing students to become individuals with good character is highly needed. The use of varied methods in creating a learning atmosphere to avoid boredom and to attract students' interest, as well as being extracurricular mentors to approach students, facilitates teachers in instilling good character values. Teachers are role models or examples for students. The success of character education greatly depends on the role of a teacher in the learning process. Thus, a teacher's personality can be a determinant of a student's character.

Teachers are professional educators because implicitly they have willingly accepted and undertaken some of the educational responsibilities that rest on parents' shoulders. Being a teacher is not easy; it cannot be done by just anyone without possessing professional skills. The position of a teacher as a professional involves the vision of realizing learning organization according to professionalism principles to fulfill equal rights for every citizen to obtain quality education. In order to improve the quality of professionalism, teachers strive to increase their knowledge and teaching experience. Therefore, a teacher is required to be more effective and efficient in implementing learning strategies in the classroom.

Active Learning seems to have become the primary choice in educational practice today. In Indonesia, this active learning movement has increasingly emerged along with efforts to reform national education, around the late 1990s. This change movement continues to this day, and teachers are continuously encouraged to apply active learning concepts in their teaching practices.

Interest in learning is a very influential factor in the learning process. Interest is a relatively stable characteristic in an individual. Interest greatly influences a person's activities because with interest, one will engage in what they are interested in, and conversely, without interest, one cannot engage in an activity. Strong interest will lead to persistent effort and resilience in facing challenges. Many problems arise in the learning process in schools. Common problems encountered in the process are students' low understanding and interest in learning.

Generally, many students still pay less attention to Civics subjects. During the learning process, students appear lazy, bored, and weary, resulting in an unpleasant learning atmosphere. One factor influencing this is the low interest of students in learning. Interest plays a very important role in learning. If a subject does not match a student's interest, then the student will not be enthusiastic about learning. The low interest of students in learning subjects is also influenced by the teaching methods used by teachers. The learning process commonly used by teachers is monotonous. According to Slamento (2010; 180), interest greatly influences learning achievement because if the subject matter studied does not match the students' interest, they will not learn as best as they could because there is no attraction for them.

The low interest of students in learning Civics subjects also occurs at State Senior High School 1 Simpang Kanan. This can be seen during the learning process, where some students pay less attention and feel hesitant to ask questions if they do not understand the material that has been presented. The low interest in learning

can be caused by several factors. Therefore, teachers need to observe and make various efforts to increase students' interest in learning.

In the learning process, interest/motivation is a very important aspect because (a) motivation (interest) provides encouragement for a learner in their learning activities, (b) motivation (interest) in action is a selector of the types of activities where someone desires to do them, (c) motivation (interest) also guides behavior. Sardiman (2004) stated characteristics of someone with high interest (motivation), namely, (1) Diligent in facing tasks (able to work continuously for a long time and never stop before finishing), (2) Persevering in facing difficulties (not easily discouraged), (3) Showing interest in various problems, (4) Preferring to work independently, (5) Quickly getting bored with routine tasks (mechanical things, repeating over and over again so they are less creative), (6) Able to maintain their opinion (when they are confident about something), (7) Not easily letting go of what they believe in, and (8) Enjoy finding and solving problems.

Teachers have tried to use various learning media to help convey the material, but the learning process is still dominated by teachers. Teachers are not aware of the boredom and weariness felt by students. Teachers have not used appropriate methods, especially in Civics learning about Appreciating Joint Decisions (Faiz Noormiyanto, 2018).

Such conditions undoubtedly have a negative impact on students' learning outcomes. Learning outcomes are the results obtained by someone after participating in learning activities that can be observed and measured. Dimiyati (1994) stated that learning outcomes are the results of an interaction between learning and teaching actions. Meanwhile, Supriyatna (2000) stated that learning outcomes are the abilities acquired by children after engaging in learning activities. Based on the data of Civics learning evaluation results on the competency of appreciating joint decisions, it shows low results. Out of 24 students, only 10 students or 41.67% achieved the passing standard, while 14 students or 58.33% did not achieve the passing standard, which was set at a minimum passing grade of 72. The highest score obtained by a student was 90, while the lowest score was 30. The average score of students' learning outcomes was 59.58.

This research aims to understand how to increase the interest of 10th-grade students at State Senior High School 1 Simpang Kanan in national integration material and to identify factors that cause a lack of interest in the material. Thus, this research will provide various benefits. For students, this research will help increase their interest in learning national integration material. For teachers, the research results will be a guideline in selecting appropriate strategies, methods, and learning models and will provide input for improving professionalism in teaching. Schools will also benefit from receiving input for improving teaching and enhancing students' understanding of national integration material. For the researcher themselves, this research will provide insights into how to develop students' interest in learning in line with the objectives and basic competencies of learning.

Literature Review

Definition of Teacher

A teacher is a figure highly respected for their significant contribution to the success of learning in schools. Teachers play a crucial role in assisting the development of learners to achieve their optimal abilities. When parents enroll their children at each level of education in a particular school, they place significant hope in the teachers, so that their children can obtain education, guidance, and instruction to develop optimally. Interests, talents, abilities, and potentials of learners will not develop optimally without the help of teachers. In this regard, teachers need to pay attention to each learner individually. The task of teachers is not only to teach but also to educate, nurture, guide, and shape the personalities of students to prepare and develop the resources of each learner. The task and responsibility of teachers are immense, thus requiring attitudes and behaviors that can serve as examples for their students. Professional teachers should regard students as learning partners because their aspirations are to become morally upright, creative, and innovative individuals to achieve their dreams.

Definition of Active Learning

Active learning is an approach in managing the learning system through active learning methods towards independent learning. The ability for independent learning is the ultimate goal of active learning. Learning activities must be well designed to be meaningful for learners. Meaningful learning occurs when learners can decide what to learn and how to learn it.

Definition of Learning

According to Reber (1988) in the book "Educational Psychology" (2007:72), learning is defined in two ways. First, learning as the process of acquiring knowledge, and second, learning as a relatively enduring change in reaction abilities as a result of reinforced practice. Meanwhile, Kimble (1961:31) defines learning as a relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice. From these definitions, it can be concluded that learning is a process of acquiring knowledge and experience in the form of changes in behavior and relatively permanent reaction abilities due to the interaction of individuals with their environment.

Definition of National Integration

Integration originates from the English word "integration," which means perfection or entirety. Social integration is interpreted as the process of adjustment among different elements in the life of a society that has functional harmony. Social integration will occur when most of the society agrees on territorial boundaries, values, norms, and social institutions. In Indonesia, the term integration is often equated with assimilation or acculturation, whereas these two terms have differences. Integration refers to cultural integration, social integration, and social pluralism. Meanwhile, assimilation can mean adjustments between two or more cultures regarding their different or conflicting cultural traits to form a harmonious cultural system. This is done through diffusion (spreading), where new cultural

elements are absorbed into a culture that is in conflict with certain traditional cultural elements. Problem-solving through conflict is done through modification and coordination of new and old cultural elements. This is called social integration (Theodorson & Theodorson, 1979 in Danandjaja, 1999).

National Integration is the effort and process of uniting the existing differences in a country to create national harmony and coherence. As we know, Indonesia is a nation that is very vast both culturally and territorially. On one hand, this brings positive impact to the nation because we can utilize Indonesia's natural resources wisely or manage abundant cultures for the welfare of the people, but besides bringing benefits, this also eventually creates new problems. The term national integration consists of two word elements, namely "integration" and "national." In the Big Indonesian Dictionary Third Edition 2002, it is stated that the term integration means "blending or unifying into a whole or complete unity." Meanwhile, the term "national" has the meaning:

1. Nationalistic
2. Related to or originating from the nation itself
3. Encompassing a nation, for example, national aspirations, national dances, national companies, and so on.

Referring to the explanations of the two terms above, national integration is identical to national integration, which means a process of uniting or blending various social-cultural aspects, ethnicity, economic backgrounds into territorial unity and the formation of a nation that must ensure the realization of harmony, compatibility, and balance in achieving common goals as a nation.

National integration is a process of uniting or blending various social-cultural aspects, ethnicities, economic backgrounds into territorial unity and the formation of a nation that must ensure the realization of harmony, compatibility, and balance in achieving common goals as a nation. The driving factors of national integration are historical factors that create a sense of comradeship, a desire for unity, love for the homeland among the Indonesian people, a willingness to sacrifice for the nation and state. Meanwhile, the hindering factors are the vast territory of the country, threats, challenges, obstacles, disturbances from abroad, and the weakness of the nation's cultural values due to foreign cultural influences. The development of national integration can be carried out through strategies and approaches such as political leadership styles, the strength of national ideological political institutions, and economic development opportunities.

Interest in Learning

Interest in learning, simply put, is a strong inclination of the heart towards something or an activity. Slameto and Hurlock explain that interest is a liking and attraction to something, which drives someone to engage in activities without coercion. Interest develops as a result of experiences and can be expressed in various ways, whether through words, actions, or assessments of an activity.

There are three ways to determine interest, namely through expression, action, and assessment of specific activities. In addition, factors such as self-drive, attention to the environment, social motivation, and emotional factors also

influence someone's interest in something. Motivation is an important part of learning activities because without motivation, these activities will not occur.

The function of interest in the learning process is very important. Interest facilitates concentration, prevents attention disturbances, strengthens understanding, and reduces boredom in learning. Thus, interest in learning plays a significant role in helping individuals face the learning process.

RESEARCH METHOD

Research Place and Time

The research was conducted at SMA NEGERI 1 SIMPANG KANAN school, located at Jl. Pelajar Rawa Mulya, Simpang Kanan District, Riau Province. This research was carried out in February-March 2024.

Research Type

In this research, the researcher used qualitative research. The reason for using qualitative research is that the researcher needed to immerse themselves in the field to observe in order to obtain accurate data and understand well about improving the learning interest of PPKn (Civic Education) students in class X at SMA NEGERI 1 Simpang Kanan.

Research Instruments

This qualitative research used the following data collection techniques:

a. Interview

Interview is an activity conducted to obtain information directly by asking questions to the respondents. The purpose of the interview is to understand someone's thoughts and feelings. Interviews are conducted by two parties: the interviewer who asks questions and the interviewee who answers the questions.

b. Documentation Study

Documentation study is one of the methods of qualitative data collection by examining or analyzing documents made by the subject itself or others about the subject. Documentation study is one way that qualitative researchers can use to gain an understanding from the subject's perspective through written media and other documents written or created directly by the subject (Herdiyansah, in Haris, 2009:143).

c. Observation

Observation, the researcher used non-participant observation, so the researcher was not directly involved in the activities of the observed individuals and only acted as an independent observer. This observation aims to complement the data obtained as a general overview in conducting observations. The technique in collecting data is to observe phenomena that occur in the school (Prof. Dr. Sugiyono).

Data Sources

Primary Data

Primary data is data obtained directly from the first source directly related to the topic being studied. Primary data in this research are from the school authorities, in this case, the supervising teacher of SMA NEGERI 1 Simpang Kanan.

Secondary Data

Secondary data is a type of data source commonly used in research. Data in research plays a very important role because the research results will heavily depend on the data used.

Data Analysis

Data analysis is a crucial part of the scientific method because with the analysis of raw data collected by the researcher, it can be useful in solving research problems so that the researcher can find a true conclusion. The data analysis technique used in this research consists of three components:

a. Data Collection

Data collection is the most important step in research because the researcher's goal is to obtain data. Without knowing the data collection technique, the research will not obtain data that meets the established data standards.

b. Data Reduction

Data reduction is the first component of data analysis that emphasizes, shortens, eliminates irrelevant focuses, and organizes data in such a way that research conclusions can be made.

c. Data Presentation

Data presentation is a series of information that allows conclusions to be succinctly and clearly stated. It can also mean a logical and systematic story that is easy to understand.

RESULT AND DISCUSSION

Civic Education (Pkn) learning on the topic of National Integration for Class X students at SMA Negeri 1 Simpang Kanan was conducted by the teacher on Wednesday, February 28, 2024. The teacher started the lesson by inviting students to pray together followed by taking attendance. During that time, the teacher delivered the Civic Education lesson on National Integration using lecture, question and answer, and assignment methods. The learning activities were still dominated by the teacher. While the teacher was delivering the material, many students were still talking to each other. In general, it can be said that the students' interest in Civic Education lessons is very low.

Such a situation undoubtedly has a negative impact on students' learning outcomes. Based on the evaluation data of learning outcomes in Civic Education on the topic of National Integration, the results are considered low. Out of 24 students, only 10 students or 41.67% reached the passing standard, while 14 students or 58.33% did not reach the passing standard set at 75. The highest score obtained by a student was 90, while the lowest score was 30. The average score of students' learning outcomes was 59.58. The low interest of students and their learning outcomes are inseparable because in this Civic Education lesson, the teacher did not involve students enough in the learning process. The teacher was

not aware of the boredom and weariness felt by the students. The teacher has not used the appropriate methods, especially in teaching Civic Education on the topic of National Integration.

CONCLUSION

Based on the conducted research, the following conclusions can be drawn: 1. The use of Active Learning methods can improve the learning outcomes of Civic Education on the topic of National Integration for Class X students at SMA Negeri 1 Simpang Kanan. With the increase in students' interest in learning, it brings positive impacts on improving students' learning outcomes. 2. The use of Active Learning methods, which involve students actively, both physically, psychologically, and emotionally, in the learning process on the topic of National Integration.

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