INCREASING STUDENTS' MOTIVATION AND GEOGRAPHY LEARNING OUTCOMES THROUGH PQ4R STRATEGY BASED ONCROSSWORD PUZZLE

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ABSRACT : Education is a long life need. Every human being needs education, when and wherever he is. Education is very important because without human education it will be difficult to develop and even be retarded. Education is a conscious endeavor and aims to develop quality. The definition of education according to the Law (UU) of the National Education System No. 20/2003 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. With education, it ishoped that humans will know all the advantages that have the potential for a better quality of life than before. Based on the findings obtained, it can be concluded that learning outcomes are the abilities possessed by students after receiving their learning experiences and these results can be used by teachers to be used as measures or criteria in achieving an educational goal and this can be achieved if students understand learning with accompanying learning by changing behavior for the better.

Keyword: Learning, Education System, PQ4R,Crossword Puzzle, Geography.

1. INTRODUCTION

One of the problems faced by the world of education is the problem of the weakness of the learning process. In the learning process, children are less encouraged to develop thinking skills. The learning process in the classroom is directed at the child's ability to memorize information, the child's brain is forced to remember, and hoard various information without being required to understand the information it remembers and relate it to everyday life, so students tend to be passive in learning activities. According to Slameto (2010) in learning activities, many things will be a factor supporting the success or failure ofthe learning activities carried out. Among these factors are: family background, motivation, curriculum, learning methods or strategies, student learning discipline, quality of teaching staff, media used during learning, learning environment, and others. The teaching and learning process that involves teachers, students, methods, or strategies must be able to complement each other and work together in harmony.

The learning developed by the teacher must have a very large influence on the success and excitement of learning. The selection of learning models and methods that are by the objectives of the curriculum and the potential of students are basic abilities and skills that must be mastered by a teacher.

The accuracy of a teacher in using a model or method can get maximum results in learning. To achieve maximum results, a teacher must have the ability to teach well and effectively so that it is easier for students. According to Slameto (2010), effective teaching is teaching that can bring effective student learning as well. Learning here is an activity of seeking, finding, and seeing the subject matter. Students try to solve problems including the opinion that if someone has motor skills or can create something, then he has generated a problem and found a conclusion. To overcome the existing problems, an appropriate and interesting learning strategy is needed. One of the learning strategies applied is to use the Preview, Question, Read, Reflect, Recite, Review (PQ4R) learning strategy in crossword puzzle- based geography learning. The PQ4R learning strategy is a strategy used to help students remember what they read (Trianto, 2007). By applying the above learning strategies, it is hoped that it can create a learning process where students can learn by remembering information from reading material and can help teachers to activate students' abilities in understanding a subject matter so that students can be active in learning activities and can relate lessons. that has been studied with the knowledge already possessed.

2. METHODS

This plan of findings is a description of the real steps that will be taken in action. Four stages will be passed in the findings of the action, namely planning, implementation, observation, and reflection. The flow of the design findings can be seen in Fig 1 below.

Fig 1. Classroom Action Findings. Source: (Susilo, 2010)
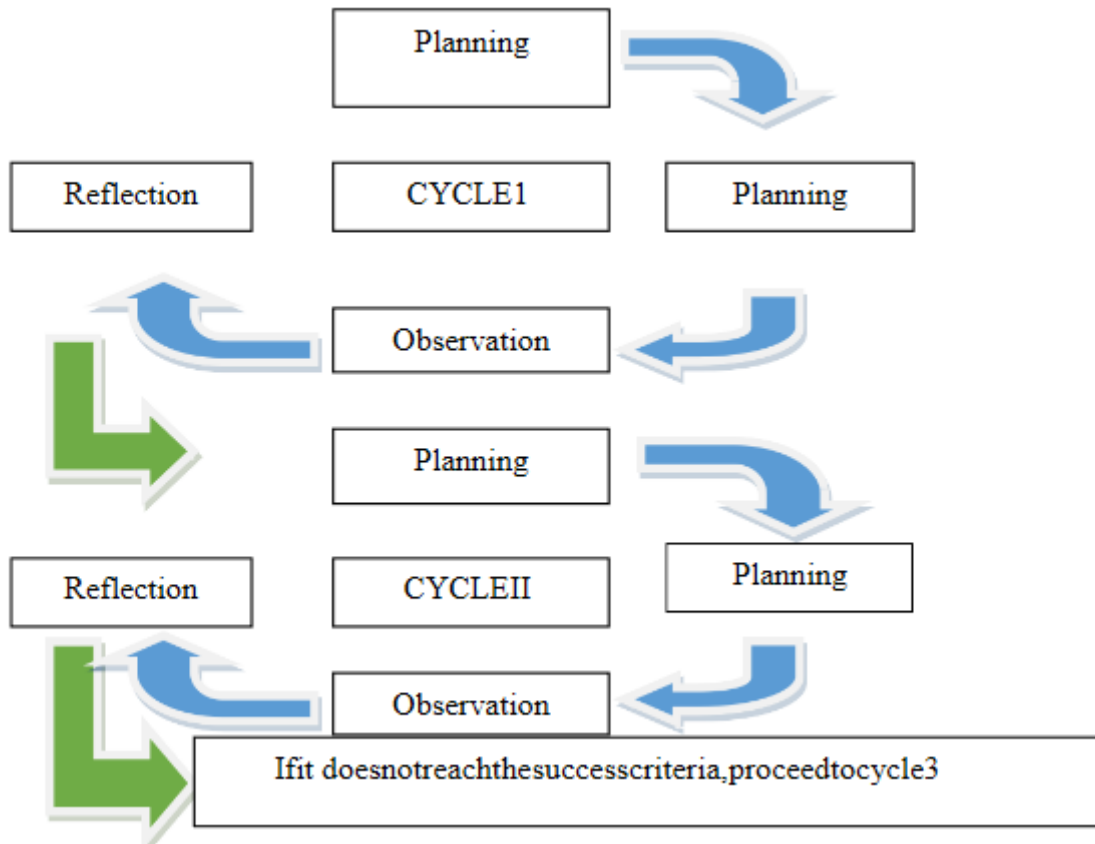
3. RESULTS AND DISCUSSION

Learning outcomes

Learning in a broad sense can be interpreted as a psychophysical activity leading to complete personal development (Sardiman, 2020), as stated by Hariyanto (2011) that learning is a learning effort to develop the whole personality, both physically and psychologically. Learning is also intended to develop all aspects of intelligence so that students become complete human beings, intelligently, emotionally intelligent, psychomotor intelligent, and have skills that are useful for their lives.

Learning is also a change in behavior as a result of the interaction of individuals with their environment in meeting their needs. Santrock & Yussen (1992) defines learning as a relatively permanent change due to experience. Furthermore, Sugihartono *et al* (2013) define learning in two senses. First, learning is a process of acquiring knowledge, and second, learning is a relatively lasting change in the ability to react as a strengthened exercise. Abdillah & Hartono (2015) argues that the principles of learning that must be considered by a teacher in designing learning methods are as follows: the principle of practice or practice, the principle of association or linking, the principle of effect or effect, the principle of readiness or readiness to learn, the principle of appreciation or learning objectives, The principle of gradual sequence or sequence, the principle of respect for the individual or individualization, the principle of adequate learning opportunities, the principle of immediate known results or evaluation, and the principle of context. In preparation for learning, it is necessary to have the desire and potential of each individual to feel ready to learn. In the learning process, motivation, interests, and talents are needed so that the learning process becomes a fun thing. Meanwhile, after learning, it is necessary to give an evaluation to measure the extent to which the learning process can be applied in life.

From some of the definitions above, learning is a change in behavior that is formed due to the experience and knowledge possessed by a person. The experience is obtained from interaction with the environment and through the knowledge obtained. From the explanation above, learning is a behavior change. The characteristics of these behavioral changes are changes that occur consciously (Slameto, 2003), this means that someone who learns will be aware of the change, or at least he will feel that there has been a change in himself. Changes in learning are continuous and functional. As a result of learning, changes that occur in a person take place continuously, not statically. One change that occurs will cause the next change and will be useful for the next life or learning process, and changes in learning are positive and active. In the act of learning, these changes always increase and are aimed at getting something better than before.

Assessment of the process and learning outcomes learning is the implementation of Government Regulation (PP) Indonesia No. 19/2005 on "National Education Standards (SNP)". The determination of SNP has implications for educational assessment models and techniques. Planning for process assessment as well as learning and learning outcomes includes external and internal assessments.

In the learning process, there must be a goal to be achieved, there are several things that become the goal in learning. Classification of learning outcomes according to Bloom (Sudjana, 2010; Suasti *et al*., 2018), namely: 1) Cognitive domain, about intellectual learning outcomes consisting of six aspects which include knowledge, understanding, application, analysis, synthesis, and evaluation; 2) Affective domain, about an attitude which consists of five aspects which include acceptance, response, assessment, organization, and internalization; and 3) Psychomotor domain, about learning outcomes in the form of skills and the ability to act, covering six aspects, namely reflex movements, basic movement skills, perceptual abilities, accuracy, complex skills, and expressive and interpretative movements.

Based on the above understanding, it can be concluded that learning outcomes are abilities possessed by students after they receive their learning experiences and these results can be used by teachers to be used as measures or criteria in achieving an educational goal and this can be achieved if students already understand learning is accompanied by a change in behavior for the better.

Geography learning

Geography is a science to supports life throughout life and encourages the improvement of life. The field of study of geography covers the earth, the aspects and processes that shape it, the causal and spatial relationships of humans with the environment, and human interactions with places. As an integrative discipline, geography combines the dimensions of the physical realm with the human dimension in studying

human existence and life in places and their environment (Nova *et al*., 2020; Chandra *et al*., 2021; Hermon *et al*., 2021).

The essence of geography as a science is always looking at the whole phenomenon in space, by paying close attention to each aspect that is a component of the whole. natural and human factors that shape the spatial integration in the area concerned. Symptoms of interrelation, interaction, and spatial integration are the essence of the main framework in geography and geographical studies (Nursing, 1981; Putra, 2010; Chandra *et al*., 2019). Geography is a study of the symptoms and characteristics of the earth's surface and its inhabitants arranged by location and tries to explain the interaction between these phenomena and characteristics.

Geography learning is learning about the spatial aspects of the earth's surface which is a whole symptom of nature and human life with regional variations. Geography learning is learning about the nature of geography that is taught in schools and adapted to the level of mental development of childrenat each level of education (Sumaatmadja, 2001). Based on PERMENDIKNAS No.22/2006 concerning "Standard Content (SI)", learning geography builds and develops students' understanding of the variations and spatial organization of society, places, and the environment on the face of the earth, students are encouraged to understand the physical aspects and processes that make up the pattern of the face. the earth, the characteristics and spatial distribution of the ecology on the earth's surface. In addition, students are motivated actively and creatively to examine how culture and experience influence human perceptions of places and regions. responsibility in dealing with social, economic, and ecologicalproblems.

Learning motivation

To understand the concept of motivation, it can be seen from the notion of motivation based on its origin, namely motive means a condition or condition in a person or organism that causes readiness to start or continue the behavior. While the notion of motivation is a process to activate the motive into action or behavior to meet or satisfy needs.

Sudjana (2005) explains that motivation is a force that drives individual activities, and conditionswithin individuals that encourage or move individuals to carry out activities to achieve goals. Like learning motivation, the urge that exists in students to achieve maximum learning

outcomes. Students will make various efforts to get satisfactory results if they have high motivation. This agrees with Suryabrata (2002) who explains that motivation is a state in a person's personality that encourages people to carry out certain activities to achieve goals. In addition, Winkel (2005), states that learning motivation is the overall psychic driving force in students that causes learning activities to achieve a goal. In line with the opinion above, Sardiman (2020), explains that learning motivation is all the driving forces within students that lead to learning activities that ensure the continuity of learning activities that provide direction to learning activities so that the goals desired by the learning subject can be achieved. From some of the opinions above, it can be concluded that learning motivation is the entire psychic driving force that exists in individual students who can encourage to learn to achieve their goals of learning.

PQ4R learning strategies

Learning strategies according to Trianto (2009) are special actions taken by someone to make it easier, faster, more enjoyable, easier to understand directly, more effective, and easier to transfer into new situations. Meanwhile, according to Hamzah (2009), learning strategies are ways that are used by teachers to choose learning activities that will be used during the learning process. The selection is basedon consideration of the situation and conditions, learning resources, needs, and characteristics of the students faced in order to achieve certain learning objectives. The chosen strategy must also be able to increase student learning interest. The PQ4R strategy is a method introduced by El Thomas and Ha Robinson (Trianto, 2009)

4. CONCLUSIONS

Based on the findings obtained, it can be concluded that students are encouraged to understand the physical aspects and processes that make up the pattern of the earth's surface, through learning geography to build and develop students' understanding of variations and spatial organization of people, places, and environments on the earth's surface. To achieve the learning outcomes that students have, several strategies are needed, as for the strategies used to achieve learning outcomes. The PQ4R learningstrategy can help students understand learning material, especially more difficult material, and help students to concentrate longer. Crossword puzzle games can be used as a good and fun learning strategywithout losing the essence of learning, students are active, and can bring up the spirit of learning and self-confidence. After receiving the

learning experience and the results can be used by the teacher to beused as a measure or criterion in achieving an educational goal and this can be achieved if students understand learning accompanied by changes in better behavior.

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