

Lely_Inquiry, Expository And Motivation Learning Strategies FIX revision-1.

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Inquiry, Expository And Motivation Learning strategy On Pancasila and Civic Education Subjects Outcomes

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ABSTRACT

This research was carried out regarding the of Pancasila and civic education factuality subject outcomes or also called as PPKn is low, especially in class VII students due to the selection of inappropriate it. By choosing the right one, it is hoped that it will be able to provide understanding and interest in students so that learning Inspiration arises. This research to explain : 1) differences in PPKn subject outcomes for bunches of understudies who were instructed utilizing request and informative learning procedures, 2) contrasts in PPKn subject results for bunches of understudies who had tall and moo learning inspiration, 3) learning Inspiration in influencing PPKn subject outcomes. This research was conducted at SMP Negeri 3 Pulau Rakyat with a sample of class VII. The method used in this study is an experimental research method. The research design uses a 2x2 factorial design. There were two classes in this study, namely the experimental class with students in class VII-1 and the control class with students in class VII-4. The data collected are PPKn subject outcomes data and class VII students' learning Inspiration data. The result in influencing PPKn subject outcomes with F count 58.775, 2) There was an influence of learning Inspiration in influencing PPKn subject outcomes with F count 92.04, and 3) there were interactions in them in affect learning outcomes PPKn with F count 4.09.

Keywords: Learning strategy, learning Inspiration, PPKn Subject outcomes

INTRODUCTION

PPKn subject is shorten from “Pendidikan Pancasila dan Kewarganegaraan” or in English call as Pancasila and Civic Education. It is one of mandatory material learning from primary school until high school that content about law, institution, Pancasila, and something else about Indonesia as constitutional country.

Acquiring aspects of motivation in students is often a particular difficulty for teachers. For example, when teaching and learning activities take place students seem bored and tend to ignore the material presented. The researcher conveyed this based on the perceptions of analysts in junior tall school at SMP Negeri 3 Pulau Rakyat when researchers paid attention to research students and other teachers. There are times when students become active and often students become more passive. Through this observation, the researcher concluded that problems in learning occur when the teacher is not precise in choosing the teaching style and the lack of learning media used. Therefore, analysts are curious about conducting research on the selection of one. In this study, researchers chose inquiry one and expository one.

The inquiry one is one that is centered on student activity in the teaching and learning process. The application of inquiry one aims to produce learning activities that are not monotonous or passive. However, there are still many teachers, especially at SMP Negeri 3 Pulau Rakyat who teach the material in a passive way. For example, the entire teaching and learning process is carried out with all teacher-centered teaching using the lecture method or expository one. As a result, students tend to feel bored and unenthusiastic in participating in learning activities which will ultimately reduce students' motivation to learn.

The reason the researcher chose the two strategies to be compared is because these two strategies have very different implementations and philosophies. Inquiry one is a that emphasizes teaching and learning activities on the process of critical thinking and analysis to

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