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THE IMPACT OF THE RECITATION TEACHING METHOD ON STUDENT MOTIVATION IN ELEMENTARY EDUCATION

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ABSTRAK

The effect of the recitation learning method on student's motivation to learn. This study aimed to ascertain the importance of the recitation learning method's impact on the motivation of fourth-grade students at SDN 15 Mataram. The research methodology employed in this study is a quasi-experimental design, namely a non-equivalent control group design. The investigation was conducted in class IV SDN 15 Mataram, with IV A as the experimental class and IV B as the control class. The study employed a saturation sampling strategy, where 40 students were sampled from the population. Specifically, the experimental class consisted of 20 students, whereas the control class had 20 students. Data collection techniques in this study are observation, questionnaire, and documentation. Based on the results of the data analysis, it can be concluded that the results of the t-test conducted t-count are greater than those of the t-table (10.351> 2.024). Ha is accepted, and Ho is rejected, and seen from the sig value (Two-Sided p) <0.05 = (0.01 <0.05), then Ha is accepted. Ho is rejected, so as the basic rules for decision making in the independent sample T-test test can be concluded that there is an effect of the recitation learning method to increase the learning motivation of fourth-grade students of SDN 15 Mataram in the 2023/2024 school year.

Keywords: Learning Methods, Recitation Method, Student Motivation

INTRODUCTION

Education is a deliberate effort undertaken by individuals to enhance their understanding and character. It is crucial in nurturing individuals with knowledge, skills, and positive thinking patterns, which are widely acknowledged as fundamental aspects of life. Consequently, societal behaviour changes, fostering good character traits for the advancement of a nation and life in society.

The goal of education is to cultivate a conducive learning environment and process, allowing learners to actively develop their potential in various areas such as religious spirituality, self-control, personality, intelligence, moral values, and practical skills beneficial to themselves, society, and the nation (Nizaar et al., 2021). Education is a learning process that fosters critical thinking and empowers students to achieve their goals, enabling them to navigate life's challenges independently (Muhardini et al., 2023). According to the KBBI (Great Dictionary of the Indonesian Language), education

originates from the word, which means the act of fostering and providing teaching. The purpose of education is to provide training to learners. In this scenario, education encompasses various subjects, covering all aspects of human potential development. This is why various subjects are taught in education. One of the emphasized subjects in primary education is Social Sciences.

Social Sciences (IPS) is a commonly taught subject from primary to high school. The field of Social Sciences (IPS) explores various events, facts, concepts, and generalizations related to social issues. IPS subjects usually include geography, history, sociology, and economics at the primary school level. By studying IPS, students are guided to become diligent and engaged Indonesian citizens and global citizens who prioritize peace. In IPS learning, the focus is mainly on the educational aspect rather than concept transfer. The goal is for learners to understand various concepts and cultivate attitudes, values, morals, and skills based on their acquired knowledge.

A common issue in education, especially at the primary school level, is the decline in students' motivation during teaching and learning activities. One of the most significant challenges in education is the issue of learning motivation, which remains a complex problem to overcome. This behaviour often affects other students, leading to a decrease in their enthusiasm and learning motivation. Motivation improves students' learning outcomes (Sanjaya, 2013). When discussing motivation, it primarily revolves around the individual strengths of students. To foster internal motivation, external interventions are needed to build positive conditioning. Enhancing students' learning motivation is essential. It is important to enhance the teacher's role beyond mere instruction to achieve this. Teachers must have professional competence, including managing material effectively and creating engaging learning experiences that inspire students.

Students with low motivation may struggle to engage in learning activities. The low learning motivation of students can be caused by three factors: students' ability, environmental conditions, and the teacher's guidance. The lack of students' motivation in learning is not only due to their abilities but also because of the teacher's effectiveness in teaching. As an educator, it is important to identify the most suitable approach to learning despite the limitations inherent in any method. Effective introductions can capture students' attention and ignite their curiosity, encouraging them to actively participate in learning (Haifaturrahmah et al., 2020).

Based on the initial observations conducted in class IV at SDN 15 Mataram, it is known that there is still a low level of student learning motivation due to the use of outdated methods by teachers, such as lecturing methods, resulting in monotonous learning that fails to stimulate students' enthusiasm. This situation makes students unwilling to participate in learning, leading to difficulty completing assignments. Students also show minimal participation in class, rarely asking questions when the teacher's queries are unclear, a decrease in reading interest, and a decline in students' academic achievements. To address this issue, the researcher utilized the recitation learning method.

Furthermore, factors related to the learning process can impact student motivation and interest. The effectiveness of the learning process can be influenced by factors such as the application of learning methods (Milandari & Waluyan, 2018). The recitation learning method involves students independently seeking information, developing and applying existing knowledge through exercises, and completing tasks the teacher assigns. The reading method involves the teacher assigning tasks to engage students in learning activities. This method is chosen due to the extensive learning material and limited available time. Assignment tasks differ from homework, which has a broader scope. Tasks are usually completed in various locations, such as schools and the library. Assigning tasks encourages students to engage in active learning independently and collaboratively. The recitation learning method aims to increase student motivation and create a comfortable learning environment. This, in turn, facilitates teachers' effective delivery of teaching materials and improves academic and social achievements.

Given this background, the researcher is interested in conducting a study titled "The Influence of the Recitation Learning Method on Students' Learning Motivation in the Social Sciences (IPS) Subject for Grade IV at SDN 15 Mataram Academic Year 2023/2024."

METHODOLOGY

This study employs a quantitative approach, specifically adopting an experimental research design. Experimental research is a method used to investigate the influence of a particular treatment on another under controlled conditions. According to Sugiyono (2010), it is the most effective method for testing hypotheses accurately in a study.

This research employs Quasi-Experimental Design as the chosen experimental form. This specific experimental form follows a research design that includes control and experimental groups. However, the selection process for these groups is not conducted randomly. Quasi-experiments involve administering treatment to all subjects within a group rather than randomly selecting subjects. Sugiyono (2014) asserts that this design incorporates a control group but does not entirely control external variables that may impact the experiment's implementation.

The study utilizes the non-equivalent control group design as the type of design class. Non-randomized selection processes form two distinct groups, followed by a pre-test to identify potential disparities between the experimental and control groups.

RESULT AND DISCUSSION

Based on the research conducted at SDN 15 Mataram on November 16, 2023, in the experimental class and on November 17, 2023, in the control class, the study reveals that the learning process in the fourth-grade classrooms still predominantly relies on monotonous lecturing, especially in the subject of Social Sciences (IPS). Consequently, student learning motivation is considered low and not yet optimal. The implementation of this research involves using an observation sheet to assess the feasibility of the learning process. The intervention is done by applying the recitation teaching method, with the researcher acting as the instructor and a fellow researcher serving as the observer. The observations of the intervention's effectiveness in the experimental and control groups are presented in the following table:

Table 1.

Feasibility of Learning Implementation

Group	Session	Percentage (%)	Criteria
Experimental Group	1	92,5 %	Excellent
Control Group	2	88,9%	Good

Based on Table 4.1 above, it can be concluded that the implementation of the recitation teaching method was executed very effectively in the experimental class during the first session, achieving a score of 96.1%. In contrast, the second session in the control class without intervention scored 84.6%. This indicates that the recitation teaching method significantly enhances student learning motivation compared to conventional or discussion-based learning methods.

When employing questionnaires for research purposes, reliability testing is essential to demonstrate that the instrument can be relied upon as a data collection tool. The reliability of the questionnaire can be determined by examining the validity of the statements within it.

Table 2.

Results of the Reliability Test for the Learning Motivation Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.914	28

In Table 2, it is explained that after conducting the reliability test, the Cronbach's Alpha value is 0.914 with an item count (N) of 28. According to established criteria, an instrument is considered reliable if the Cronbach's Alpha value exceeds 0.06. From the data, it can be inferred that the Cronbach's Alpha value of 0.914 > 0.06 indicates that the learning motivation questionnaire is reliable, demonstrating a sound decision-making basis due to its Cronbach's Alpha coefficient being above 0.06.

Following the collection of data for the students' conceptual understanding test during the pre-test and post-test, a normality test was conducted using the SPSS 29.0 software. The Kolmogorov-Smirnov test was employed since the sample size exceeded 30. The significance (sig) value was utilized to determine whether the data follows a normal distribution. If the (sig) value is less than 0.05, it indicates that the data does not have a normal distribution. The following table presents the results of the Kolmogorov-Smirnov test before and after the test:

Table 3.

Results of the Normality Test

Tests of Normality

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Results of Student Learning Motivation	Pre-test Experimental Group	.132	20	.200*	.932	20	.171
	Post-test Experimental Group	.180	20	.089	.958	20	.511
	Pre-test Control Group	.139	20	.200*	.958	20	.505
	Post-test Control Group	.188	20	.062	.934	20	.184

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the results of the normality test for the experimental class pre-test, experimental class post-test, control class pre-test, and control class post-test in the Kolmogorov-Smirnov column, decision-making data in the Kolmogorov-Smirnov normality test shows that if the significance value (sig) > 0.05, then the data is normally distributed. Thus, it can be concluded that the (sig) values for the experimental class pre-test (0.200 > 0.05), experimental class post-test (0.089 > 0.05), control class pre-test (0.200 > 0.05), and control class post-test (0.062 > 0.05) all indicate that the data is normally distributed.

Homogeneity testing aims to determine whether the data exhibits uniform variances. Data is considered homogenous if the significance value exceeds 0.05 and non-homogenous if the significance value is below 0.05. This study employs analysis of variance (ANOVA) with the assistance of SPSS 29.0 windows for homogeneity testing. The results of the homogeneity test for pre-test and post-test student learning motivation in the experimental and control classes are presented in the table below:

Table 4.

Results of the Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Results of Student Learning Motivation	Based on Mean	3.625	1	38	.065
	Based on Median	3.040	1	38	.089
	Based on the Median and with adjusted df	3.040	1	37.996	.089
	Based on trimmed mean	3.617	1	38	.065

From the table above, the column "Based on Mean" indicates a significance value of 0.065. Given that this value (0.065) is greater than the significance level of 0.05, it can be concluded that the data is homogenous.

The results of homogeneity and normality tests for student learning motivation data using the recitation teaching method indicate that the data exhibits homogeneity and follows a normal distribution. Hypothesis testing was conducted using SPSS 29.0 Windows software. The independent samples t-test is a statistical method employed to assess whether there is a significant difference in the means of two unrelated sample groups.

Table 4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	T	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Results of Motivation	Equal variances assumed	3.625	.065	10.351	38	<,001	<,001	16.450	1.589	13.233	
	Equal variances not assumed			10.351	34.662	<,001	<,001	16.450	1.589	13.223	

Based on the table above, conclusions can be drawn through two methods. The first method involves comparing the T-table and T-value, where if the T-value is greater than the T-table, Ha is accepted, and Ho is rejected if the T-value is less than the T-table. The second method involves examining significance; if (sig) > 0.05, Ho is accepted, and if (sig) < 0.05, Ho is rejected. The column for hypothesis determination is "Equal variances assumed." Upon examining the hypothesis test results in the table, the obtained T-value is 10.351. To find the significant level at 5% with degrees of freedom (df) equal to n-2, or 40-2 = 38, a two-sided test (sig = 0.05) yields a T-table value of 2.024. Since the T-value (10.351) is greater than the T-table value (10.351 > 2.024), Ha is accepted, and Ho is rejected. Additionally, the significance level (Two-Sided p) is less than 0.05 (0.01 < 0.05), confirming that Ha is accepted and Ho is rejected. Therefore, based on the fundamental decision-making principles in the independent sample T-test, it can be concluded that the recitation teaching method has a significant impact on improving

student learning motivation in the subject of Social Sciences (IPS) in the fourth grade at SDN 15 Mataram for the academic year 2023/2024.

CONCLUSION

Based on the results and discussions conducted, it can be concluded that learning using the recitation teaching method significantly improves student learning motivation in the subject of Social Sciences (IPS) for the academic year 2023/2024. The motivation scores were obtained from the final questionnaire (post-test) in the experimental class with an average score of 91.05, whereas the post-test scores in the control class averaged 74.6.

The research conducted at SDN 15 Mataram aimed to examine the influence of the recitation teaching method on enhancing learning motivation. The hypothesis testing results, aided by the SPSS 29.0 Windows program using the Independent Sample T-test technique at a significance level of 5%, indicated a T-value of 10.351. With the T-table sought at the 5% significance level (10.351 > 2.024), Ha is accepted, and Ho is rejected. Considering the significance value (Two-Sided p) is less than 0.05 (0.01 < 0.05), Ha is accepted, and Ho is rejected. In conclusion, the recitation teaching method has a significant influence on improving student learning motivation in the subject of Social Sciences (IPS) for fourth-grade students at SDN 15 Mataram in the academic year 2023/2024

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