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An Evaluation of Teaching Variation Skills in Increasing Students' Learning Motivation

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Abstrak

Penelitian ini bertujuan untuk mengetahui keterampilan guru dalam mengadakan variasi pada pembelajaran, dampaknya terhadap motivasi belajar siswa, dan faktor pendukung serta kendala selama proses pembelajaran. Penelitian ini menggunakan penelitian kualitatif deskriptif. Teknik pengumpulan data yang digunakan yaitu metode observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa (1) Keterampilan guru dalam mengadakan variasi dalam proses pembelajaran sudah mulai dikembangkan dan sudah cukup baik. Guru sudah mampu menerapkan proses pembelajaran yang bervariasi agar dapat memberikan semangat belajar siswa, menghindari kebosanan dan kejenuhan dalam proses belajar mengajar; (2) Penggunaan variasi mengajar terhadap motivasi belajar siswa, sangat mempengaruhi keaktifan siswa di dalam kelas dengan membuat suasana belajar siswa lebih fokus dan antusias; dan (3) Respon siswa tentang penggunaan variasi mengajar terhadap motivasi belajar siswa mendapatkan respon yang positif dari pendapat siswa, karena membuat suasana belajar menjadi nyaman, fokus, dan lebih semangat dengan menggunakan variasi mengajar.

Kata Kunci: Evaluasi Pembelajaran, Motivasi Belajar, Variasi Mengajar.

Abstract

This study aims to determine the skills of teachers in carrying out variations in learning, their impact on student motivation, and supporting factors and obstacles during the learning process. This research uses descriptive qualitative research. The data collection technique used is the method of observation, interviews, and documentation. The results of the study indicate that (1) the skills of teachers in conducting variations in the learning process have begun to be developed and are quite good. Teachers have been able to apply a varied learning process in order to provide enthusiasm for student learning, avoiding boredom and boredom in the teaching and learning process; (2) the use of teaching variations on student learning motivation greatly affects student activity in the classroom by making the student learning atmosphere more focused and enthusiastic; and (3) student responses about the use of teaching variations on student learning motivation received a positive response from students' opinions because it made the learning atmosphere comfortable, focused, and more enthusiastic by using teaching variations.

Keywords: Learning Evaluation, Learning Motivation, Teaching Variations.

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INTRODUCTION

Education is a joint effort to help and facilitate children to develop their potential optimally (Atabik, 2018: 149-166). In general, the development of abilities and the formation of character (character) in children is oriented to the embodiment of the values of the nation's civilization, so that the nation's children are intelligent and have faith and fear of Allah SWT. in line with the constitutional mandate, human beings believe in the One and Only God (Hadisi, 2015: 50-69; Omeri, 2015). On this basis, teachers as educators are not enough just to teach students in terms of adding scientific insight, but also to guide, foster, and nurture students towards plenary human beings (Deswita, 2016; Harahap & Siregar, 2017: 148-163; Muhdar, 2013: 103-128).

Bakar (2015: 135) quotes the words of Ki Hajar Dewantara (National Education Leader), *ing ngarso sung tuludo, ing madyo mangunkarso, tut wuri handayani*. The moral message of this expression is to show how central the teacher's role is in educating children (Magta, 2013: 221-229). For this reason, the teacher as a professional is not just a teacher in the classroom, but also a role model for students, from speech, action, and thought concepts. Thus, the child (student) will get the right views and examples in the process of development.

Morality, personality, and various aspects attached to the teacher are very easy for children to imitate. For this reason, teachers must position themselves as role models for children. As a teacher, teachers are expected to have broad knowledge in general about the disciplines that must be able to be transferred to students. As mentors, teachers also need to have the ability to guide students, provide psychological encouragement so students can apply internal and external factors that will disrupt the learning process inside and outside school, as well as provide direction and career development for students according to their talents and abilities. student ability (Kandiri & Arfandi, 2021: 1-8).

The figure of the teacher must also provide as many opportunities as possible for students to be able to apply conceptions or theories into practice that will be used directly in life. Ideally, a teacher should indeed have a lot of knowledge and skills (Darmadi, 2016: 161-174). The figure of the teacher must also provide as many opportunities as possible for students to be able to apply conceptions or theories into practice that will be used directly in life. Ideally, a teacher should indeed have a lot of knowledge and skills.

The role of an educator is very important in the process of transferring knowledge and in shaping the personality of students so that they can create a generation that has noble character and has high manners and is in line with the purpose of education which functions to develop abilities and shape the character and civilization of the nation that is useful for the intellectual life of the nation. As a role, teachers need skills in their implementation (Zein, 2016: 274-285). The classroom teaching system has supported teachers in a very important place. Because the teacher starts and ends every teaching and learning process he creates.

Teaching is a very complex endeavor, so it is difficult to define what good teaching is. The implementation of good teaching interactions can be an indication of a teacher's knowledge in accumulating and applying all of his teacher's knowledge. That is why carrying out this teaching and learning interaction can be divided into three categories, namely those related to material aspects, readiness capital, and operational skills (Suwardi & Farnisa, 2018: 181-202; Idzhar, 2016: 221-228). Amini (2018: 30) suggests that in the learning process there are students, even teachers who experience boredom and boredom in the teaching and learning process. This is of course a problem to achieve learning objectives, one of which is by making variations in the learning process.

Variations can be in the form of changes or differences that are intentionally created or created to give a unique impression. The variation in the learning process is a change in the activity process that aims to increase student learning motivation (Setriani, 2017: 238-246; Lestari, *et.al.*, 2014). Teachers who can make a varied learning process are most likely to be bored and bored in teaching and learning will not occur. In the Big Indonesian Dictionary (KBBI), variation can be defined as an action or result of a change from its original state, an interlude, or a change.

Through observations made, there are still some teachers who do monotonous learning and have not been maximal in doing combinations/variations in delivering material in class. However, the teacher's efforts must

still be considered in conducting experiments to implement learning media that are used as intermediaries for delivering teaching materials to students. Teacher communication is also still one-way without any feedback when doing it, the teacher is still dominantly more active than the students themselves. Classical problems such as re-recording material, listening to 'lectures', to delivering predominantly verbal material. So students can have bad responses, for example, being bored even have an impact on decreasing each student's learning motivation.

Many relevant academic studies have been carried out by previous researchers. As for the aspects of the previous study, including the standard competence of teacher teaching (Saragih, 2008: 23-24), student perceptions of teacher teaching variations (Lestari, 2017; Salim, 2015), efforts to increase teaching variation (Tahir & Elihami, 2019: 201-209), variations in teaching during Covid-19 (Indragani, *et.al.*, 2021: 482-490), student learning motivation (Setiyaningsih, 2020: 66-71; Asniar, *et.al.*, 2022: 160-164; Hakim, *et.al.*, 2013), student activity and learning outcomes (Kurniawitama, 2015; Galileo, *et.al.*, 2019; Theodora, 2016), student interest in learning (Marfuah, 2015; Mustika & Rahmi, 2019: 798-810), and a description of the variation of the teacher's teaching skills model (Wedyawati, 2015: 143-155; Supriyanto, 2018: 247-254).

Observing the literature review above, it is understood that academic studies on teacher teaching variations have been discussed around aspects of strategies, methods, approaches, models, and techniques applied by teachers. The specifications for student learning motivation have not been studied intensely and in-depth. On this basis, the researcher seeks to deepen the analysis of the study, which is summarized in the research title, "*Evaluation of Teaching Variations Skills in Improving Student Learning Motivation*".

METHOD

This research was conducted at SD IT Al Hijrah using a field research design which is part of a qualitative approach. The data collection technique uses a learning process observation technique, and interviews with several subject teachers, then the documentation process is carried out to support the strength of the data based on relevant documents (Assingkily, 2021). With this research, the researcher will draw conclusions from the information provided by the informants through the experience and evaluation process of various skills in carrying out the teaching process.

RESULTS AND DISCUSSION

Learning Evaluation

Learning can be interpreted as a collaborative process between teachers and students in utilizing all the potential and existing resources, both the potential that exists within and outside the student's potential. As a collaborative process, learning does not only focus on teacher activities or student activities but teachers and students jointly strive to achieve predetermined learning objectives. The purpose of learning is a change in the behavior of students, both changes from cognitive, affective, and psychomotor aspects.

Three terms are often used in the evaluation, namely test, measurement, and assessment. The test is one way to estimate the size of a person's ability indirectly, namely through a stimulus or question. The test is one of the tools for measuring and the narrowest part of the evaluation (Sanjaya, 2015: 85). Measurement is the quantification or determination of numbers about the characteristics or conditions of individuals according to certain rules. This individual state can be in the form of cognitive, affective, and psychomotor abilities. Measurement has a broader concept than tests. In addition to tests, measurements can also be made by observation, rating scale, or other methods. Assessment is assessing something, namely making decisions on something by adhering to the size of good or bad, healthy or sick, smart or stupid, and so on. So, the assessment is qualitative.

Teaching Variety Skills

Basic skills are standard skills that must be possessed by every individual who works as a teacher. These skills, at first glance, can distinguish a professional teacher. Basic teaching skills have several components that must be mastered by teachers. According to Barnawi in Sanjaya (2015), the various basic teaching skills that are considered important in their implementation are:

First, the skills of opening and closing lessons. Opening a lesson is an activity carried out by the teacher to create a mentally prepared atmosphere and cause students' attention to be focused on the things to be learned. While closing the lesson is an activity carried out by the teacher in ending the learning activity by restating the points. Based on this statement, it shows that the skills of opening and closing learning are needed to prepare students mentally before learning begins and summarize the main points of learning in the closing activity.

Second, the ability to explain. The skill of explaining is the skill of the teacher in presenting information orally which is organized systematically to be able to show the relationship between the material that has been collected and mastered and prepared to be presented. Based on this, explaining skills are skills that teachers can use in explaining material or conveying information so that students can understand what the teacher has conveyed easily.

Third, is the skill of making variations. The skill of conducting variations is a teaching activity in the context of the teaching and learning interaction process aimed at overcoming student boredom so that in teaching and learning situations, students always show perseverance, enthusiasm, and are full of participation. Fourth, skills provide reinforcement. The skill of providing reinforcement is a positive response made by the teacher to the positive behavior achieved by the child in the learning process, which aims to maintain and improve that behavior. Reinforcement skills are used to see student responses to learning, not only in closing activities but reinforcement skills can be used after the teacher explains or after students' presentations and so on.

Fifth, questioning skills. Questioning skills are skills that are used to get answers/feedback from others. Questioning skills are skills that must be carried out in every learning process. Questioning skills are useful for provoking students to think, and can also be used to measure students' understanding of the material that has been taught. Sixth, class management skills. Class management skills are the teacher's skills to create and maintain optimal learning conditions and return them to optimal conditions in the event of a disturbance, either by disciplining or doing other activities (Andayani, 2016: 35-40).

Principles of Using Variation in Learning

There are three principles of applying variations in the learning process, namely: first, variations must be used smoothly and continuously so that they will not damage students' attention and do not interfere with the lesson. Second, variations should be used with a specific purpose, relevant to the objectives to be achieved, learning materials, must be in accordance with the level of student ability; and Third, variety requires good arrangement and planning. This means that it is explicitly included in the lesson plan. However, if necessary, these skill components can be used flexibly and spontaneously as needed. From the description, it is clear that the variation is very important to be considered by the teacher so that the variations that will be applied in the teaching and learning process take place can be applied properly according to the target to be addressed.

Motivation in Learning

Motivation is a more general term that refers to the entire process of movement, including the driving situation, the impulse that arises from within the individual, the behavior it causes, and the goal or end of the movement or action. Therefore, it can also be said that motivation means generating a motive, generating a style of motion, or moving someone or oneself to do something to achieve satisfaction or a goal (Rahmat, 2008: 58). Motivation is also defined as an impulse that arises within the individual and can increase a person's willingness to carry out an activity. The following are various kinds of learning motivation that can be seen from various aspects, including:

1. Judging from the basis of its formation
 - a. Innate motives. Innate motives are motives that are inborn so that motivation exists without being learned. It is a natural motive and a fitrah motif that is innate from birth, including these motives such as the urge to drink, eat, and so on.
 - b. The motives are learned. The motives that arise as a result of learning. For example, the urge to learn a branch of science (Sardiman, 2004: 86-87).
2. Judging from dating and emergence
 - a. Intrinsic motivation. The motives that are the basis for its active or functioning do not need to be stimulated from outside because in every individual there is already an urge to do something. This type of motivation arises as a result of within the individual himself without any coercion, or encouragement from others, but of his own accord. Several things can stimulate the emergence of intrinsic motivation, including:
 - 1) There is a need that is caused by a need for something, someone will be compelled to do or try to do something so that their needs are met.
 - 2) There is progress about the existence of oneself, knowing the learning outcomes, or achievements achieved, whether progress or setbacks are formed can encourage learning to be even more active. Regardless of whether his achievements are good or vice versa, his achievements are in the form of setbacks, which will affect his enthusiasm in carrying out teaching and learning activities. If his performance is good he will be encouraged to maintain his achievement, and if his performance is declining he will try to improve it.
 - 3) The existence of aspirations or ideals. Ideals will usually arise because of their desire to achieve something. So the ideals of self is a motivator for children's learning (Sardiman, 2004: 89-90).
 - b. Extrinsic Motivation. Extrinsic motivation is the motivation that is active and functioning because of external stimuli. This type of motivation arises as a result of influences from outside the individual or because of an invitation, order, or coercion from other people so that with this condition he finally wants to do something to learn. For example, someone wants to study because he was told by his parents to get a rank in his class. Extrinsic motivation is stronger and more durable than intrinsic motivation. Because through intrinsic motivation, learning begins and is continued based on the group of individuals or students so that they learn without being asked. However, extrinsic motivation cannot be ignored. It must be grown and stimulated so that it creates intrinsic motivation and is passed on based on the group of individuals or students so that they learn without being asked. However, extrinsic motivation cannot be ignored.

Teacher Skills in the Learning Process

Observation of student responses after the holding of variations in learning delivered by the teacher. Teachers have tried to maximize the use of variations in teaching, but several components have not been applied. This is due to the situation of students in the classroom when learning takes place and the readiness of the teacher himself before starting learning. Principals participate in improving the quality of teacher performance through evaluation and review during the teaching and learning process. This is in line with the response of students who are so enthusiastic when learning activities take place.

Table 1
Aspects Observed in the Learning Process

No	Observed Aspects	Information	
		Yes	No
1	Interaction pattern		√
2	Time efficiency	√	
3	Voice intonation		√
4	Body gestures	√	

5	Position	√
6	View ontact	√
7	Media use	√

From the observations, the teacher's skills in conducting teaching variations have been said to be good, as can be seen in the table above, that the teacher has strengthened voice variations, eye contact variations, limb movement variations and expressions, and timing variations, it's just that the teacher not maximal in the use of media, teachers in teaching have not been too active in changing positions, even variations in interaction patterns are lacking with students.

The Use of Teaching Variations on Learning Motivation

Supporting factors that influence student motivation through the application or application of teaching variations such as mastery of the dimensions of teaching variation, teacher skills in teaching, teacher ability in making interesting media, and sincerity and patience of teachers in teaching. From the results of the interviews above, it can be concluded that the supporting factors of learning motivation in the dimensions of teaching variation include; 1) creating an atmosphere of the learning environment as attractive as possible, 2) teacher as a model, 3) media support, 4) feedback in interacting, 5) mastery of class and materials. While the inhibiting factors for learning motivation include; 1) Lack of teacher skills, 2) Not being able to maximize teaching media, 3) not applying rewards and punishments, 4) Low discipline, and 5) Insufficient facilities.

Student Responses on the Use of Teacher Teaching Variations

Basic teaching skills are important points that must be mastered by teachers and prospective teachers in learning. So that student activity in the learning process can be built, the teacher needs to apply basic teaching skills when the learning process takes place, for example, skills in carrying out the dimensions of teaching variations. Student achievement may decrease because in teaching and learning activities students do not pay attention to the teacher in delivering the material being taught. Students' disinterest in paying attention to the teacher could be caused by the way the teacher teaches which is less varied. We can find things like this in schools where the educational staff is not very familiar with teaching various skills so learning activities are not conducive.

The majority of students are very happy if the teacher rotates in teaching variations so that there is no saturation in discussing a material. In addition, the suitability of the use of learning media with teaching materials is also very important. The practice of worship (fardhu kifayah) must use props and so on. This avoids the monotony of the lecture method which is often done when learning.

CONCLUSION

Based on the explanation above, it is concluded that (1) The skills of teachers in conducting variations in the learning process have begun to be developed and are quite good. Teachers have been able to apply a varied learning process in order to provide enthusiasm for student learning, avoiding boredom and boredom in the teaching and learning process; (2) The use of teaching variations on student learning motivation greatly affects student activity in the classroom by making the student learning atmosphere more focused and enthusiastic; and (3) Student responses about the use of teaching variations on student learning motivation received a positive response from students' opinions because it made the learning atmosphere comfortable, focused, and more enthusiastic by using teaching variations.

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