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THE USE OF THE PLICKERS APPLICATION ON STUDENTS LEARNING MOTIVATION IN LEARNING INTEGRATED THEMES IN CLASS V SD

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Abstrak

Aplikasi Plickers adalah teknologi penilaian pembelajaran online yang menggunakan smartphone dan kartu berkode. Menggunakan aplikasi ini hanya membutuhkan waktu 3-5 menit untuk memindai kartu dan mendapatkan hasil instan. Penelitian ini bertujuan untuk mengetahui motivasi siswa dalam menggunakan aplikasi. Aplikasi Plickers adalah Penelitian Lapangan. Penelitian ini dilakukan di SDN 33 Sawahan pada periode genap 2021/2022. Subjek penelitian ini adalah 18 siswa kelas V SD pembelajaran tema komprehensif. Data diperoleh dengan menyebarkan kuesioner. Analisis data bersifat deskriptif dan kualitatif. Hasil penelitian menunjukkan bahwa secara keseluruhan, 75% siswa termotivasi oleh: 1) 87% tertarik, 2) 85% mendapat manfaat, 3) 74% merasa percaya diri, 4) 83% puas dengan aplikasi Plickers. Hasil penelitian ini dapat disimpulkan bahwa siswa Kelas V merespon positif penggunaan aplikasi Plickers untuk pembelajaran tematik terpadu di sekolah dasar.

Kata Kunci: Plickers, Tematik Terpadu, Motivasi belajar

Abstract

The Plickers app is an online learning assessment technology that uses smartphone and coded cards. Using this app it only takes 3-5 minutes to scan the card and get instant results. This study aims to determine the motivation of students in using the application. Plickers Application. This is a Field Research. This research was conducted at SDN 33 Sawahan in the even period of 2021/2022. The subjects of this study were 18 fifth grade elementary school students learning comprehensive themes. Data was obtained by distributing questionnaires. Data analysis is descriptive and qualitative. The results showed that overall, 75% of students were motivated by: 1) 87% interested, 2) 85% benefited, 3) 74% felt confident, 4) 83% satisfied with the Plickers application. The results of this study can be concluded that Class V students respond positively to the use of the Plickers application for integrated thematic learning in elementary schools.

Keywords: Plickers, Integrated Thematic, Motivation to learn.

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INTRODUCTION

21st Century Education aims to produce quality human resources who are able to answer the challenges of the times. The quality of human resources is measured not only in terms of intelligence but also high life skills such as mastery of technology. Collaborative thinking, critical thinking and creative are very encouraging in secret collaboration. This is in line with what was stated by Zhao (2005) that learning aims to improve the quality of imagination and creativity, acquire human values, develop self-potential, develop critical thinking and develop personal relationships with older siblings. This goal is achieved if the complete learning process is quality and efficient. One important factor for the effectiveness of learning is the evaluation

of both the process and learning outcomes. Zamroni (2004) suggests that evaluation can improve the quality of teaching, namely a) providing effective feedback to students, b) students becoming more active in the learning process, c) feedback to teachers to make adjustments in the implementation of teaching evaluations, student motivation and self-confidence, and e) As a means of monitoring and self-correction of students. Then, students can know the progress and development of their understanding of the material being studied and students can organize their learning activities and encourage the implementation of lifelong learning, namely encouraging students to learn continuously and also encouraging learning to further improve quality (Ledward, 2011).

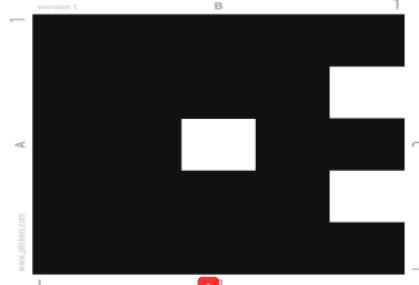
Furthermore, according to Zamroni (2004) the behavior in the learning process both educators and students must change, this change will become a reality if the learning evaluation system changes. Without a change in evaluation there will be no change in the thematic integrated teaching and learning process in primary schools. The Ministry of Education and Culture (2014) said that integrated thematic learning is a learning strategy that combines several subjects that are related to one another by using a theme as a combining medium. Furthermore Sari et al (2018) the application of integrated thematic learning in elementary schools has an impact on students including increasing activity, motivation and learning outcomes. In addition, psychologically the use of an integrated thematic learning approach is very appropriate because it is in line with the characteristics of students' thinking which is still operationally concrete and holistic (Prastowo, 2014). The success of implementing integrated thematic learning in elementary schools is very dependent on the pedagogic competence of the teacher and the media used by the teacher and integrated thematic learning with the use of technology, this condition also has an impact on the way teachers teach students (Desyandri et al., 2021). Teachers have the task of planning, implementing, and evaluating the learning process (Irdamurni Irdamurni et al., 2021). Teachers who have good pedagogic competence tend to be successful in thematic learning in their classrooms. Meanwhile, teachers who have low competence have low learning motivation in integrated thematic learning in schools (Khofiatun, 2016).

Therefore to increase motivation study learners required technique evaluation that attracts students. One of which is Plickers application which is an evaluation technique based online using a smartphone and camera which installed with application Plickers for scan QR-Code (Picture 1).



Picture 1.Learning use Plickers

The data sheet and all answers will be processed and displayed on the educator/instructor's mobile phone (Figure 2) via a web browser (Figure 3) at the same time.



Picture 2. Code QR on Plickers (www.Plickers.com)

alat musik recorder dimainkan dengan cara



Picture 3. Appearance Answer via web browser Plickers (www.Plickers.com)

Based on description on so in This study investigated the motivation of students in integrated thematic learning in class V SD by using the application Plickers . Destination study this is for knowing integrated thematic learning in class V SD by using the application Plickers . Problem which can formulated on study this is "Is use application Plickers can improve motivation learners on integrated thematic learning in class V?".

METHOD

Type stu₁₀ this that is field research (field research).This research held at SDN 33 Sawahan, Padang City . Study held in the even semester of the academic year 2021/2022. The population in this study is all fifth grade students at SDN 33 Sawahan. Sample study is students _ who are in class V elementary school, class A and B. Number of students 18 person. Method which used descriptive qualitative. Instruments used in research this use questionnaire or questionnaire.Data study this analyzed follow step Miles (1992), that is: 1) collection data, 2) presentation data and 3) withdrawal conclusion or verification. Results analysis data in the form of percentage which presented with use following criteria:

Range percentage	Category
85-100	Very Tall
69-84	Tall
53-68	Currently
37-52	Low
<36	Very low

Source: Sugiyono (2018)

RESULTS AND DISCUSSION

The results of this study indicate the learning motivation of students in integrated thematic learning in fifth grade elementary school, as follows:

Table 1. Motivation to learning The Plickers App

Indicator	%	Category
Attention (Attention)	87	Tall
Linkages (Relevance)	85	Tall
Believe Self (Confidence)	74	Tall
Satisfaction (Satisfaction)	83	Tall
Average	82	Tall

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Based on the results of the research₄ conducted, in general it was found that the percentage of learning motivation in using the Plickers application in integrated thematic learning in fifth grade elementary school was

on average 82%, with the percentage of each indicator as follows: Attention (Attention) of 87%, Usefulness (relevance) of 85%, Confidence of 74% and student satisfaction with the use of the Plickers application by 83%. Based on the findings at the time of the study, it was shown that the motivation of students to do assignments and ask questions was very strong, it was proven when students were given an evaluation with Plickers, they were excited and felt the learning they were doing was fun. Thing this very positive in learning process because it can show that there is a very strong extrinsic motivation from learners for integrated thematic learning. Self-confidence and independence and the responsibility of students in learning also appears. This is according to Zimmerman (2011) motivation can appear extrinsically (external) or intrinsic from self learners which attempted for shape performance they. Based on observation on moment learning, motivation and student attention high during process learning.

With use application Plickers which results evaluation direct obtained by educator and learners, so this is indispensable with needs to make decision, like declared by Moody & Sinder (2003) that the evaluation is activity To do decision based on information that has been obtained in the assessment and determine is something change to something learning has succeed. With there⁴ application Plickers as learning evaluation media is wrong one effort for increase motivation study learners in integrated thematic learning in fifth grade elementary school. So that solving various problem education Among other: low understanding draft, lack of activity students in learning and boredom learners could reduce or resolved. So that score learners on integrated thematic learning in fifth grade elementary school is getting better.

CONCLUSION

The Plickers app is an online learning technology that uses smartphones and coded cards. Using this app it only takes 3-5 minutes to open the card and get results instantly. Based ⁴ results study which conducted so could concluded that Usage application Plickers as media evaluation on integrated thematic learning in fifth grade elementary school can increase students' learning motivation as big as 75%.

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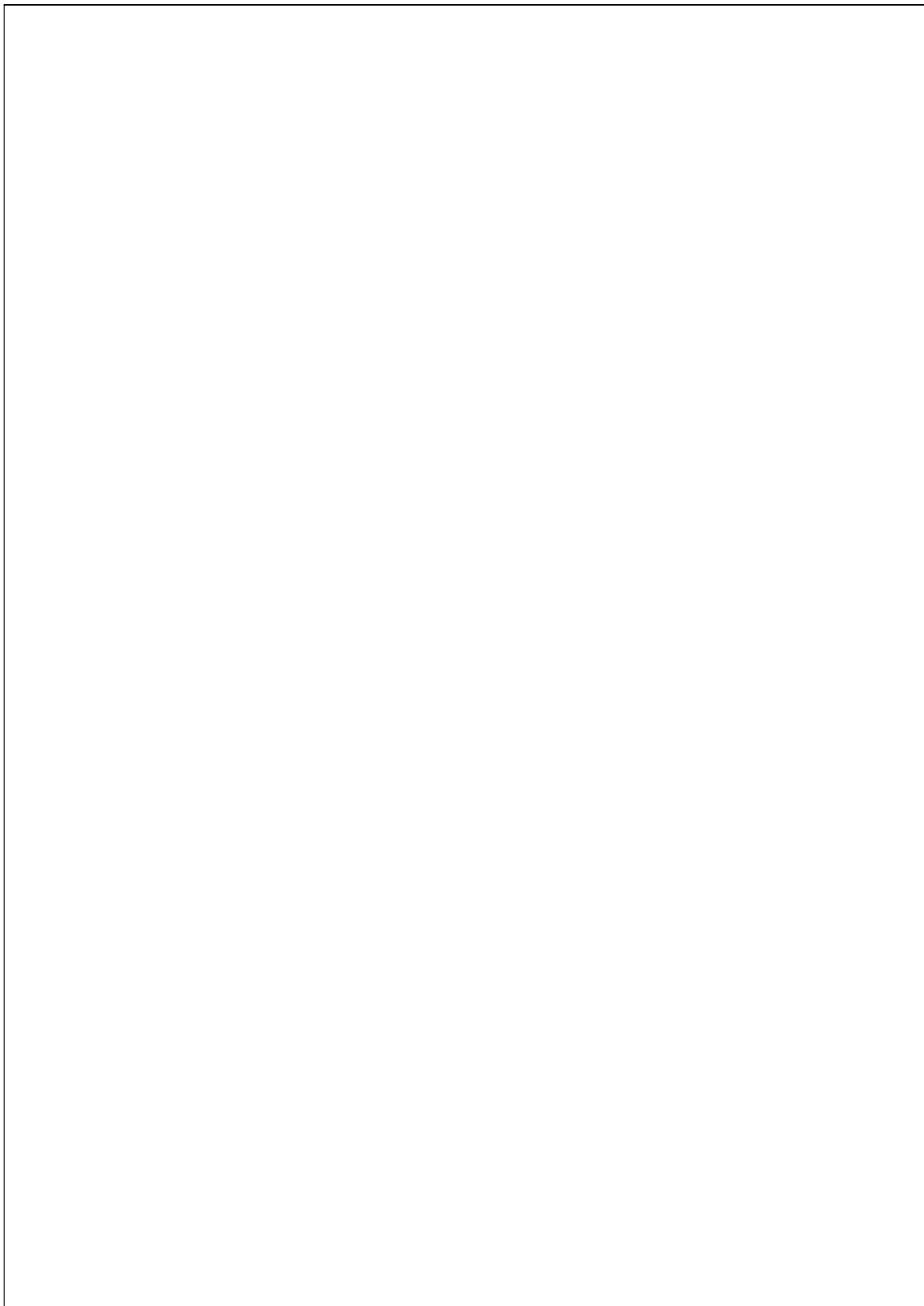
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