

## APPLICATION OF THE MARKET PLACE LEARNING METHOD TO INCREASE STUDENTS' LEARNING MOTIVATION IN THE SUBJECTS OF PAI AND CIVIL CLASS VIII OF AL-IKHLASHIYAH ISLAM SMP TIMUR

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ABSTRACTS	ARTICLE INFO
<p>This research was motivated by the low learning motivation of students in the PAI-BP class VIII B subject. Results: Pre-action student learning motivation in PAI-BP learning was generally classified as good, with an average score of 59.4% from 22 participants. students, 21 students are in the good category and 1 is in the sufficient category. An alternative solution to this problem is by applying new learning methods such as the Market Place method in PAI-BP learning. This research uses classroom action research. The subjects of this research were 22 students in class VIII B. Data was obtained through observation sheets, documentation and motivation questionnaires. The questionnaire used was in the form of multiple choices consisting of 22 statement items containing the choices always, often sometimes and never. The questionnaire was used in each cycle, namely in cycles I and II. The results of filling out the questionnaire in cycle I showed that 6 students had very good learning motivation, 15 in the good category, and 1 in the sufficient category with an average score of 66.6%. Cycle II saw an increase of 16 students in the very good category and 6 in the good category with an average score of 80.1%. The results of observations on students and teachers also showed an increase, in cycle I the student activity looked quite good, increasing to the very good category in cycle II, and the teacher activity in cycle I was good, increasing to the very very good category in cycle II.</p>	<p><b>Article History:</b> <i>Received: October 10<sup>th</sup> 2024</i> <i>Revised: October 20<sup>th</sup> 2024</i> <i>Published: October 2024</i></p> <p><b>Keywords:</b> <i>Learning Methods, Market Place, Learning Motivation</i></p>

### INTRODUCTION

The development of society, both socially and individually, is influenced by education. Education is an effort and effort to preserve, transfer and transform cultural values in various aspects and forms to be passed on to the next generation. Education is also known as a process that is carried out consciously to facilitate a person to be able to discover or explore their potential. Education is also an alternative for forming humans into servants who are valuable in the sight of their God (Allah SWT) or valuable compared to other creatures, because with education humans can know things that were previously unknown. This will

certainly make a difference between people who know and people who don't know. As Allah says in surah Az-Zumar verse 9 which reads:

قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ ۗ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ

"Say: "Are there equal people who know and people who don't know?" Indeed, it is the people who understand who can receive a lesson."

This paragraph is reinforced by an explanation of education according to the Law as stated by the National Education System (NES) No. 20 of 2003, education 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 morals, and the skills necessary for themselves, society, nation and state.

Based on the previous explanation, it is clear that the importance of education. Therefore, it is important for educators to use various learning methods that are able to create an active learning atmosphere so that students' motivation increases to learn by participating in all activities while studying.

Using learning methods is a way for educators to apply strategies in the form of profitable practical activities in achieving learning goals. Learning techniques themselves are special methods completed by educators in implementing a particular method, one example of which is the use of the discussion method. For each learning technique, there are several factors that must be considered so that it can be applied effectively, for example, if a class has active students, it is necessary to use a different technique to a class with passive students. This is because learning approaches must be interrelated and always updated so that the objectives of the teaching process can be achieved optimally. In this condition, it is important for educators to pay attention to these factors so that they can choose the best techniques to help students use better learning techniques so that learning objectives can be achieved optimally.

Learning motivation is an important part of the learning process because basically it is a driving force both from within and from outside students to foster desire, desire, enthusiasm and encouragement to participate in learning activities to achieve a goal. One of the internal components that increases a person's enthusiasm for learning is motivation to learn. For this reason, learning motivation is very important in the process of improving learning achievement. According to Hamzah B. Uno (2007: 23) "learning motivation is encouragement that comes from within and from outside students in changing their behavior, usually with several indicators or supporting elements".

Al-Ikhlashiyah Islamic Junior High School is a school with an Islamic background which is under the auspices of the Islamic boarding school foundation, there should be no doubt about the understanding of PAI and Characteristics material, as Nurcholish Madjid said "santri actually comes from Javanese, namely cantrik, meaning someone who always follow a teacher wherever the teacher goes to stay." Thus, the word santri means people who have good morals, have knowledge of the Islamic religion, and always work side by side with kiai to study Islamic religion. However, the facts found in the field are that students' learning motivation is very minimal, which influences students' learning outcomes which are

unsatisfactory, because many of the students' scores in Islamic Education and Character subjects in class VIII have scores below the Minimum Completeness Criteria (MCC). . The situation that occurs is very detrimental to students because an unpleasant learning atmosphere has an impact on students' learning motivation decreasing, which can affect their learning outcomes.

The statement above is confirmed by the results of the researcher's interview with Mr. Harianto S.Pd as the class teacher, class VIII regarding the learning atmosphere at Al-Ikhlashiyah Islamic Middle School. He said "the lack of student motivation to learn is because PAI educators only use the lecture method which makes students bored. and tend not to understand the explanations from educators, so when the exam takes place many students cannot answer questions because they feel they have never been taught the material that is the exam question."

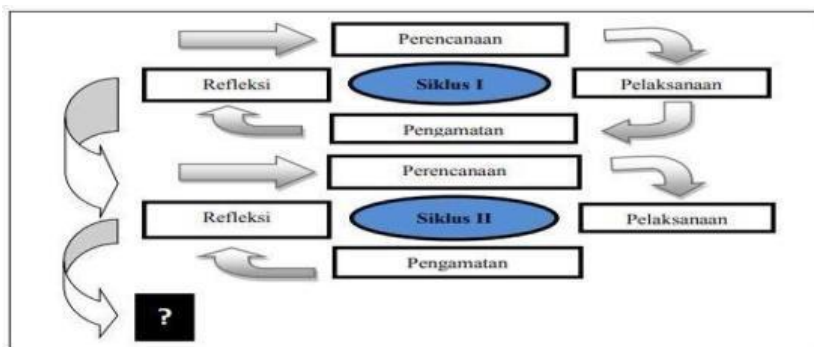
Therefore, researchers offer the Market Place method to be applied because a form of effort to increase students' learning motivation is to apply the Market Place type cooperative learning method. In the process of implementing the market place method, students will participate directly and more actively in solving problems in class related to the lessons taught by the teacher. Applying the process of using this method, students will become active students and focus on the essence of the direction of the learning material. With this concept, it is hoped that learning outcomes will be more meaningful for students, then they will be able to motivate students in PAI and Character, and can help them become more creative and independent through new innovations.

Based on the explanation above, the researcher is motivated to go into the field to study "Application of the Market Place Method to Increase Students' Learning Motivation in Islamic Religious Education and Character Subjects in Class VIII of Al-Ikhlashiyah Sisik Islamic Middle School"

## **RESEARCH METHOD**

The research was conducted at Al-ikhhlashiyah Islamic Middle School in Sisik Village, Pringgarata District. This school carries out activities in accordance with Ministry of Education and Culture regulations. There are 7 classes in this junior high school, consisting of classes 7A 7B 8A 8B 8C 9A AND 9B. There is also a Principal's Room, Educator's Room, Lab. Computer, Lab. Science, UKS, as well as a large enough field for activities such as flag ceremonies and sports. This junior high school is located in the middle of the countryside and is surrounded by many rice fields. This makes the location of Al-Ikhlasihiyah Islamic Middle School look beautiful with trees around it.

The target of this research is students in class VIII B of Al-Ikhlashiyah Islamic Middle School, and the researcher's target is to be able to increase students' learning motivation through the application of the Market Place method when learning takes place in the Islamic Religious Education and Character Education Subject on the subject "Provisions of Buying and Selling, Debts Receivables, and Usury"



**Figure 1 CAR Design**

The four stages used in this cycle are as follows:

1. Cycle 1

a. Action Planning

- 1) Educators inform class VIII students about the application of the Market Place method for Islamic Education and Character subjects
- 2) Choose the lesson material to be taught.
- 3) Create a Learning Implementation Plan (RPP) as a reference for PAI and Characteristics subjects.
- 4) Researchers make observation sheets aimed at knowing students' learning activities.
- 5) Make an observation sheet to find out the teacher's teaching activities while observing the students' activities.
- 6) Providing sufficient supporting facilities and means to support the learning process effectively and in accordance with classroom procedures.

b. Implementation of Actions

At this point all the planned actions will be carried out. The Learning Implementation Plan (RPP) determines how teaching and learning activities are carried out. During this action, the researcher acts as a companion and observer throughout the learning process.

c. Observation/Observation

The Market Place method is used as observation material. Observers make observations and record all learning activities during the observation period. All activities observed were all student activities carried out in class when carrying out learning using the market place method

d. Reflection

Reflection in the context of learning is the intellectual and affective activity of an individual involved in order to explore experiences in order to form a new understanding. In PTK, reflection is reviewing the notes made in class which have been recorded in the wide range of observations. After the learning activities are completed, they are carried out using the Market Place method. In this observation stage, the results obtained are collected and analyzed, and from the observations, the results of the observations can be seen whether or not the actions that have been implemented have been able to increase student motivation

in the Islamic Religious Education and Character Education subjects for students in class VIII Islam Al-Ikhlashiyah.

## 2. Cycle II

Cycle II is carried out if the first step is not successful. The steps in the actions taken in cycle II are the same as the steps in the learning process in cycle I. The main focus in the second cycle is to correct the errors found in the first cycle. After correcting these errors, improvements are made in the second cycle, and if the results improve, the second cycle is considered successful.

## RESEARCH FINDINGS AND DISCUSSION

In this research, what will be discussed includes several things that will be the results of research during the field, namely the results of classroom action research through the application of the Market Place method in PAI-BP lessons at Al-Ikhlashiyah Islamic Middle School.

### A. Results of research cycle I

In cycle I, motivation for student learning outcomes increased compared to the results during pre-action. However, the target of the success indicators to be achieved has not yet reached a score of 78%. There were 6 students who had motivation to learn in the very good category, 15 people were good, and 1 person was fair. So that in cycle I the average score was 6.6 and the results with a success percentage of 69% were included in the good category. With this score obtained, it was felt that it was still very inadequate as explained in the action reflection of cycle I. One of these occurred because of learning. In cycle I, students' activeness in discussions was still less visible.

During the first cycle, there were students who did not participate in discussion groups, but there were also students who excelled in academics. compared to friends and are more likely to dominate their group. In cycle I, students also did not respect their friends when they gave an idea for a question.

### B. Results of implementation of cycle II

As a result of reflection on observations in the previous cycle, in cycle II, corrective action was taken. The results of research in cycle II showed that students' learning motivation had progressed. This progress can be seen from the increase in the success percentage value from 69% to 83%, meaning that there was an increase of 14% in cycle II compared to the results of the motivation questionnaire. This increase was also due to the learning process activities in cycle II, the teacher really understood the steps for implementing the Market Place method, making it easier to make improvements to deficiencies in cycle I. Meanwhile, in cycle II students were more active and more enthusiastic at the same time. following the lesson.

Based on the gains obtained in cycle I and the increase in cycle II produced by students, this means that the application of the Market Place method in PAI-BP learning has had a significant impact on increasing the learning motivation of students in class VIII at Al-Ikhlashiyah Islamic Middle School. Therefore, the research was completed only in cycle II. It can be seen from previous assessments that in each study there was always an increase.

**Table 1 Results of comparison of cycles I and Cycle II regarding students' learning motivation**

Cycle I	Category			
	Very good	Good	Fair not Good	Not good
Score	6 people	15 people	1 Orang	0
Cycle II	Category			
	Very good	Good	Fair not Good	Not good
Score	16 people	6 people	0	0

### C. Results of observations of teacher and student activities

Judging from the actions that have been carried out through observations, the application of the Market Place method is able to increase students' learning motivation which can be seen from the results of learning activities in cycle I, namely in the quite good category, where the scores obtained are 12 with an average of 2.4. Then the results of student observations in cycle II experienced an increase with a very good category, where the scores obtained were 18 with an average of 3.6. Then the results of observations carried out on the teacher's activities showed that the teacher's activities in the first cycle of learning were in the good category, where the score obtained was 3.2. Then in cycle II the teacher's activity increased to the very good category, where the score obtained was 4.

The increase that occurred from cycle I to cycle II shows that the increase that occurred was quite increasing, where student activity in cycle I got an average score of 2.4 in the fair category and then increased to 3.6 in the very good category. Then observing teacher activities obtained an average score of 3.2 in the good category, then increased to an average score of 4 in cycle II and entered the very good category.

## CONCLUSION

It can be concluded that the application of the Market Place method is able to increase students' learning motivation in the subjects of Islamic Religious Education and Character.

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