The use of Domino Learning Model to Improve Political Sociology Learning Motivation In PPKN FKIP UNRI

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Abstract: This study aims to improve, know and describe the motivation to learn Political Sociology in the FKIP UNRIPPKn Study Program by using the Domino learning model. The research subjects were 36 semester V students consisting of 8 men and 28 women. The implementation of this learning improvement process was carried out in 2 cycles which were assessed by an observer. While the type of data is lecturer activity and learning motivation collected through observation sheets and questionnaires. After data is collected, grouped and analyzed based on descriptive methods. The results showed that the use of the Domino learning model could increase the motivation to learn Political Sociology in the FKIP UNRIPPKn Study Program.

Keywords: domino learning model, learning motivation

1. Introduction

It is necessary to change the paradigm in studying the learning process and interaction between those who teach and be taught. Universities as educational institutions and miniature communities need to develop learning that is in accordance with the demands of the global era. One effort that can be developed is active, innovative, creative, effective and fun learning (PAIKEM) and not centered on students or students.

While the learning process in universities is still dominated by the lecture method. Moreover, the Teaching and Education Faculty is the main goal is to become a teacher. They must be familiar with the learning that activates students, so that they can become a future teacher. In the process of learning Political Sociology all this time it was impressed that student learning motivation was low. This can be seen from the number of students who actively ask and answer questions only 20% (7 of 36 people). Besides that, students seem to lack enthusiasm and joy in learning.

Student learning motivation which is still low in this Political Sociology course is thought to be due to the learning model during this lecture, discussion and question and answer. So the effort to improve the quality of the teaching and learning process is urgent to do, one of the efforts is to use the Domino learning model.

Learning model is a plan or a pattern that is used as a guide in planning learning in class or tutorial learning and to determine learning tools including books, films, computers, curriculum and others (Joice in Etin, 2007). While the steps of the Domino learning model are as follows

(Lie, 2008): (1) Prepare a set of cards, which are sized A6 or A7, each divided into two with lines like dominoes. One side contains questions and the other side answers. Questions and answers on each card are not appropriate; (2) cards are shaken and distributed, one each; (3) everyone can start reading the question. Someone in the room has the answer - he reads it and the others have to determine whether they think the answer is right or wrong by lifting the thumb up or down. If no one offers, the teacher asks who thinks they might have the right answer - as a result, some people offer answers and debating classes which are right and (4) Anyone who has the right answer asks the question in his card ... and so on. When students have "played" their domino cards, they continue to decide whether other students' answers are right or wrong.

This model is believed to increase learning motivation. Furthermore Sardiman (2004) states that learning motivation is a psychological factor that is non-intellectual and its distinctive role is to foster passion, feel happy and enthusiasm in learning which in turn can increase learning acquisition or learning outcomes. Motivation is a psychological condition of students that fosters passion, feel happy and enthusiasm in learning

Based on the foregoing, the writer is interested in conducting research with the title: "The Use of Domino Learning Models to Increase the Motivation to Study Political Sociology in the PPKn FKIP UNRI". The purpose of this study was to find out, describe and improve the motivation to learn Political Sociology at the PPKn Study Program FKIP UNRI after using the Domino learning model.

2. Methodology

This research was conducted on students of the PPKn Study Program FKIP UNRI in the fifth semester which consisted of 36 people consisting of 8 men and 28 women. Lecturer activity in the use of learning models was assessed by observers. For motivation, a questionnaire is given to the respondent. While the implementation time of this research is 5 months with 2 cycles.

Data analysis techniques are as follows: (a) Lecturer activity uses 7 indicators with 5 alternative answers given a score: Very Perfect = 5, Perfect = 4, Perfectly Perfect = 3, Less Perfect = 2 and Not Perfect = 1. Lecturer activity category can be seen in table 1 below:

Table.1
Lecturer Activity category

Score Interval	Category
29.5 – 35	Very Perfect
23.9 – 29.4	Perfect
18.3 – 23.8	Perfectely Perfect
12.7 – 18.2	Less Perfect
7 – 12.6	Not Perfect

Source: Processed data in 2018

b) Learning Motivation

Measurement of student motivation is "Strongly Agree = 4, Agree = 3, Enough Agree = 2 and Less Agree = 1". Motivation indicator as many as 8 pieces. Classification of learning motivation can be seen in table 2 below:

Table. 2
Level of Learning Motivation

Score Interval	Category
703 – 864	Veri Height
541- 702	Heinght
379 - 540	Low
162 - 378	Very Low

Source: Processed data in 2018

(c). Performance indicator

This research is said to be successful if the minimum lecturer activity is in the perfect category and learning motivation is high.

3. Results And Discussion

The improvement of the learning process was carried out in 2 cycles, first on September 17, 2018 with material Meanings and Point of View of Political Sociology and Political Structure. While the second cycle is on September 21, 2018 with the material of Social Movements and Political and Conflict Changes. Observations on lecturer activities can be seen in table 3 below:

Table 3
Lecturer Activity

No	Lecturer Activities	Score	
		cycle 1	cycle 2
1	Prepare a set of cards, each divided into two with lines like dominoes. One side contains questions and the other side answers. Questions and answers on each card do not match	4	5
2	Cards are shuffled and shared, one each	5	
3	Everyone is asked to read the question and think about the answer	4	5
4	Asking one student to read the question	4	5
5	Asking one student to read the answer	5	5
6	Asking others determines whether they think the answer is right or wrong by lifting the thumb up or down. If nobody offers, the teacher asks who thinks they might have the right answer - as a result, some people offer answers and debating classes which are right	4	4
7	Summing up answers with students	5	5
	Total	**31**	**34**
	Category	**Very Perfect**	**Very Perfect**

Based on the results of the discussion with the observer, it can be concluded that in cycle 1, the activity is first with a score of 4 because there are still 2 answers that are 50% almost the same. This makes students doubt. The third and fourth activities are perfect and not optimal because many students are discussing. Whereas when reading the questions, students were asked to stand but there were still a small number who sat. For the sixth activity, rarely throws a thumbs up because it's used to only answer with the word "right" simultaneously.

Whereas for the second, fifth and seventh activities are very perfect categories (score 5). Lecturer activity in cycle 1 is categorized as "Very Perfect".

Before implementing cycle 2, improvements are made. So that the observations can be explained as follows. There is an increase, where activities 1 and 4 increase with a score of 5. In this second cycle, all questions are clearer because they are no longer similar. All students who read the questions were already standing according to the lecturers' request so that their voices could be heard more clearly by other students. But in the sixth activitis is still the same as score 4, because students are not used to giving thumbs up or down. It can be concluded that the activities of lecturers in cycle 2 remain with the category "Very Perfect".
For learning motivation in cycle 1 can be seen in table 4 below:

Table. 4
Learning Motivation in Cycle 1

No	Indicator	Alternative Answer				amount
		Strongly agree (4)	agree (3)	Quite agree (2)	disagree (1)	
1	Demonstrate increased learning activities	8	15	11	2	36
2	There is an increase in learning efforts	11	20	5	0	36
3	Fun in learning	6	22	7	1	36
4	Never complain in learning	12	17	6	1	36
5	Not easily discouraged in learning	9	13	9	5	36
6	Study seriously	5	18	10	3	36
	Amount	**51**	**105**	**48**	**12**	**216**
	Total	**51x4=204**	**105x3=315**	**48x2=96**	**12x1=12**	**627**

Based on table 4 it can be concluded that the majority of students answered "agree" on each motivational indicator. Only a small number who answered did not agree. With a total score of 627, it can be concluded that the learning motivation category is "High", because 627 is in rank 541 - 702 (see table 2).

From the results of discussions with students, the majority felt happy with the application of this learning model because it made them active and suggested that models like this often be used. The class gets more excited.

The following are learning motivation in cycle 2. Learning motivation scores increase even though still in the same category that is "High". For clarity it can be seen in table 5 below:

Table. 5
Learning Motivation in Cycle 2

No	Indicator	Alternative Answer				Amount
		Strongly agree (4)	Agree (3)	Strongly agree (4)	Disagree (3)	Strongly agree (4)
1	Demonstrate increased learning activities	13	12	11	0	36
2	There is an increase in learning efforts	16	16	4	0	36
3	Fun in learning	22	6	7	1	36
4	Never complain in learning	15	14	6	1	36
5	Not easily discouraged in learning	12	13	9	2	36
6	Study seriously	10	18	8	0	36
	Amount	**88**	**79**	**45**	**4**	**216**
	Total	**88x4=352**	**79x3=237**	**45x2=90**	**4x1=4**	**683**

There is an increase that chooses "Strongly Agree" from 51 to 88. Students are getting excited in this second cycle. They already know the steps of domino learning, so they are more motivated to learn. The highest indicator is happiness in learning, because they consider getting variety and learning knowledge. Based on the results of discussions the students suggested that lecturers always use interesting and active learning models. So that it can eliminate boredom in learning. Thus it can be concluded that this study was successful in accordance with the performance indicators which stated that this research was said to be successful if the minimum lecturer activity was in the perfect category and learning motivation was in the high category. While lecturer activity has exceeded the target.

4. Conclusion

Based on the improvement process of learning by using the "Domino" learning model, it can be concluded that the lecturers' activities in cycle 1 score 31 and cycle 2 score 34 with the category "Very Perfect". For learning motivation, cycle 1 scores 627 and cycle 2 scores 683 with the category "High"

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