



APPLICATION OF THE "CHAIN OF TRUE OR FALSE" STRATEGY IN SOCIAL STUDIES LEARNING TO MOTIVATE STUDENT LEARNING FOR CLASS V MIN 4 JOMBANG

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Abstract— In this study the method used is descriptive analytical method, in which in this method the researcher not only describes but also integrates. The object of research in the application of the "Chain of True or False" strategy is the students of class V MIN 4 Jombang. While the data collection techniques used are observation and questionnaires. After the research is conducted, researchers get a result that the "Chain of True or False" strategy is able to make students motivated in learning because of the scent of competition in implementing this strategy. For this reason, it is not wrong if the teacher tries to apply this strategy in classroom learning.

Keywords: "Chain of True or False" strategies, learning motivation

Introduction

In classroom learning, the teacher provides material from various subjects that have been arranged in the curriculum. Some subjects contain exact science or exact sciences such as science and mathematics. However, there are also subjects that prioritize understanding and memorization of concepts such as Social Studies and Citizenship Education (Civics).

Social studies subjects as contained in the curriculum are subjects that examine a set of events, facts, concepts and generalizations related to social issues (Made Pidarta, 2005).

Social studies teaching is an embodiment of an interdisciplinary approach from the social sciences. IPS is an integration of various branches of social science, such as sociology, history, economics, and geography. Social studies are patterned for instructional purposes with material as simple as possible, interesting, easy to understand, and easy to learn (Ngalim Purwanto, 2002: 4)

Various alternative approaches, strategies and learning models can be used by teachers to help and guide students to become democratic and responsible Indonesian citizens and peaceful citizens of the world. However, a teacher must be able to choose, adapt, and integrate various strategies that are appropriate to the material and characteristics of students.

Social studies subjects are designed to develop knowledge, understanding, and analytical skills of the social conditions of the



community in entering a dynamic social life, so that by studying social studies students are expected to be able to face severe challenges in the lives of global society and are always changing at any time.

The inculcation of social science concepts to students must be in-depth because it is a provision in facing future challenges. The inculcation of IPS concept is done by understanding, understanding and memorizing a concept. The memory of a student at elementary school age is still very good so that planting concepts can be more easily done. However, the teacher must also look for and find a teaching strategy that is able to make it easier for students to better understand, understand and memorize a concept.

Presentation of material that is less varied, sometimes can cause students to feel bored and not enthusiastic in learning so that students will also find it difficult to understand, understand and memorize a concept. Whereas in teaching and learning activities the position of students is both subject and object. If students are less enthusiastic and motivation is low, then it is possible the teaching and learning process is not running optimally and the teaching objectives will not be achieved properly.

One of the things that supports the achievement of these goals is to motivate student learning by giving a varied touch to teaching and learning activities in class. The

use of appropriate and varied strategies can be used as an extrinsic motivation tool in teaching and learning activities in schools. (Arsyad Umar, 2004: 82)

In learning activities students are expected to be actively involved, both physically and mentally. The purpose of teaching will be achieved if students are actively trying to achieve it. Students who are active in terms of physical and mental will be able to feel the essence of learning that is a change in behavior that occurs in him after teaching and learning activities end (Syaiful Bahri Djamarah, 2002: 144)

Learning objectives contained in the curriculum states that one of the objectives of social studies learning is that students have the ability to recognize concepts and have the ability to communicate and cooperate in society. Therefore in developing a learning strategy it must also be in accordance with the objectives of social studies learning.

Many choices of learning strategies that can be applied by teachers to motivate student learning. The "Chain of True or False" strategy or language that is easier to understand is the "True False Chain" strategy that is able to increase student activity, be able to motivate students and be able to optimize student learning outcomes. This strategy will be one of the many strategies that can be applied by the teacher.

The importance of motivation to learn for students and to provide knowledge about



innovative strategies in learning activities, encourage researchers to raise the title "The Implementation of Chain of True or False Strategies in Social Studies Learning To Motivate Student Learning V MIN 4 Jombang."

Methods

In this study, researchers used a type of descriptive method, in which in the descriptive method the researcher can systematically describe the facts and characteristics of a particular population or certain field, in this case the field accurately and accurately. In descriptive methods not only describe (analytical), but also integrate. Not only do the classification, but also the organization.

The research subjects in this activity were fifth grade elementary school students, because in this study the researchers needed subjects who had the ability to discuss, therefore the researchers chose fifth grade students who felt they already had these abilities.

Research Design: 1. Phase of research preparation (the researcher conducts preliminary observations in order to clearly know the environmental conditions and various obstacles that might be encountered when the research is conducted), 2. The stage of the research implementation (At this stage

the researcher takes the data needed by conducting real teaching, disseminating research in $O_1 \times O_2$ and analyzing data), 3. Reporting phase (This stage is the final stage of conducting research designed by the researcher. At this stage the researcher reports all activities that have been carried out and summarizes the answers to the formulation of the problem).

Data collection in this study was carried out in a single trial of learning activities using the "Chain of True or False" strategy. Data obtained in the following ways: 1. Observation, 2. Questionnaire

After the data has been collected, the researcher will conduct a data analysis. Data to be analyzed by researchers is data about students' responses to the application of the "Chain of True or False" strategy in social studies learning. In analyzing the data, the researcher uses a formula that matches the aspects measured by the researcher, so that the results obtained are precise and appropriate.

In this research process, researchers used the percentage formula as follows:

$$P = \frac{f}{N} \times 100 \%$$

Information:



P is the result of the answer in percent

f is the number of students who filled in the answers to the questionnaire

N is the total number of students

(Anas Sudijono, 1996: 41)

The percentage results are then added up and compared between the answers "yes" and the answer "no", after that it is interpreted into a sentence that is qualitative, namely:

81% - 100% = very high

61% - 80% = high

41% - 60% = moderate

21% - 40% = low

0% - 20% = very low

(Suharsimi Arikunto, 2006: 50)

False" strategy the following results are obtained: when learning activities take place, students tend to be passive. Listening, paying attention, and taking notes are activities that are usually done by students in learning activities. Students are less enthusiastic in learning activities because they feel there is no driving factor that can make them excited in learning.

From the analysis of the questionnaire results obtained using the percentage formula, the acquisition of "yes" answers that indicate higher motivation is greater than the "no" answers that indicate low motivation. Then the acquisition results are adjusted to the assessment criteria in the form of qualitative sentences, that learning using the "Chain of True or False" strategy is able to motivate student learning and is included in the high category.

Conclusion

Innovative learning that requires more student involvement will be able to make students more active and motivated in participating in teaching and learning activities. If students are motivated in learning of course this will also affect the acquisition of student learning outcomes. For this reason, teachers who have a large role in learning activities in the classroom must be brave to try to implement a variety of unusual (innovative) learning strategies, one of which is the "Chain of True or False" strategy.

NO	KEGIATAN	WAKTU																	
		SEPTEMBER				OKTOBER				NOVEMBER				DESEMBER					
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV		
1.	Persiapan penelitian	X																	
2.	Observasi	X																	
3.	Penelitian		X																
4.	Analisis data penelitian			X	X														
5.	Penulisan laporan					X	X	X											
6.	Konsultasi						X			X	X			X	X				
7.	Editng laporan						X	X		X		X	X						
8.	Ujian TA																		
9.	Revisi																		

Table 1

Schedule of activities to implement the "Chain of True or False" strategy

Result And Discussion

Based on observations made by researchers of the activities carried out by class V students during teaching and learning activities before using the "Chain of True or



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