

Influence of Problem Based Learning Learning Model (Pbl) And Learning Motivation To Student Learning outcomes In class V Integrated Islamic Elementary School Nurul 'Ilmi medan Lesson 2017/2018.

Fadhli Ihsan Arbas Hsb¹ Reh Bungana Br. Perangin-angin² Siman²

¹(Postgraduate Students at State University of Medan, Indonesia)

²(Postgraduate Lecturer at State University of Medan, Indonesia)

Corresponding Author: Fadhli Ihsan Arbas Hsb

Abstract: This study aims to determine the effect of student learning motivation taught by model learning problem based learning with direct instruction model (direct instruction). Against Student Learning Outcomes in Subjects Civic Education Class V Integrated Islamic Elementary School Nurul 'Ilmi Medan Lesson 2017/2018. This type of research is quasi experimental research. The research design used is the experimental design of ANAVA with 2 x 2 factorial. In this study the first independent variable consists of two characteristics, namely Problem Based Learning model and Direct Instruction learning model. While on the second independent variable consists of two characteristics that is high motivation and low motivation. While the dependent variable is the result of learning Civics students. The population in this study is all students of class V with the number of students as many as 60 people. The sampling technique in this research is using Total Sampling. Therefore, the number of research samples is equal to the number of research population that is 60 students who are distributed into two classes, namely V-A class of 30 students and V-B class as many as 30 students. In this case, two classes are taken with the provision of one class that becomes experimental class is taught by learning model of Learning Based Learning (PBL) and in one more class is studied by using direct instruction model. The result of research is the influence of learning model of Problem Based Learning and Direct Instruction learning model on student learning outcomes of Integrated Islamic Elementary School Nurul 'Ilmi Medan. Problem Based Learning $62,48 \pm 25,37$ and Direct Instruction $54,33 \pm 19,37$. The influence of high learning motivation and low learning motivation to the learning outcomes of Civics Students of Integrated Islamic Elementary School Nurul 'Ilmi Medan. High motivation $\bar{X} = 59,95$ low motivation $\bar{X} = 55,54$. There is an interaction between the learning model and the learning motivation toward the students 'learning outcomes of Integrated Islamic Elementary School Nurul 'Ilmi Medan

Keywords - model of Problem Based Learning learning and Direct Instruction learning model, learning motivation, Learning Outcomes

Date of Submission: 05-02-01-2018

Date of acceptance: 19-02-2018

I. Introduction

Every citizen is required to be able to live a useful and meaningful life for the nation and state, and able to anticipate the development and change of its future, for it is necessary to supply science and technology based on religious values, moral values, ethics, cultural values of the nation, which is packed in the ideological values of the nation that is Pancasila. These values serve as guidance and guidance of citizen life in the life of society, nation and state. In Law no. 20 Year 2003 on National Education System stated that in every type, path, and level of education must contain language education, religious education, and civic education. Implementation of the National Education System Law is one of the curriculum content that exists in every level of education from elementary school to university. Citizenship Education is a learning that aims to create a democratic citizen and can solve the problems faced with full responsibility. Wahab and Sapriya say that the goal of Citizenship Education is to establish good citizens [1]. Somantri in Wahab and Sapriya describes "good citizens are patriotic citizens, tolerant, loyal to nation and country, religious, democratic". Wahab in Wahab and Sapriya say identifies good citizens as citizens who understand and are able to properly carry out their rights and obligations as individual citizens with social sensitivity and responsibility, able to solve their own problems as well as socially sensitive, socially responsible, and socially intelligent, have the attitude of personal discipline, are able to think critically, creatively, and innovatively in order to attain the personal qualities and behavior of the citizens and the citizens of good society socio civic behavior and desirable personal qualities). Wahab and

Sapriya argued that "in the Reform Era and in the life of democracy everyone as a citizen gains freedom and is treated fairly, for that every citizen must have equal opportunity to get a good education". In the maturity and attitude of openness and freedom both political and economic must be explained thoroughly that: the basics of democracy as suggested by Chaplin and Messick in Wahab and Sapriya are as follows: Each person has one role. Citizens have equal protection under the law. Decision are mode by majority vote. Decisions and laws can be reviewed and amended by lawful process. Decisions and government acts are based on law. The goal is that every citizen becomes intelligent, able to think critically and creatively and has the attitude of personal discipline in order to participate in addressing various issues both personal, and environmental communities. The birth of such citizens demands fundamental changes in general education and civic education in particular. School is one place where students get knowledge and knowledge, including learning about life skills and skills, which are packed and mixed, and integrated with existing subjects. Through the learning process undertaken in schools, especially in the learning process citizenship education is expected to form citizens who can think, act, and or behave in accordance with the rules that guide life and life in society. As Lickona puts it, "that education basically has two purposes: to guide young people to be smart and to have virtuous behavior.[2]" As one of the most important subjects for the formation of the nation's successor character. In the process of learning, Civics should be able to create a conducive classroom situation. Where the learning process is more centered on students (student centered), the atmosphere of a more democratic class, and teachers should be able to explore every potential that is in students. This is reinforced by the opinion of Suryana which suggests about the characteristics of an effective teaching process [3], including:

1. Student centered, in this case the student becomes the main subject. Therefore, in the teaching process students should be the main concern of the teachers.
2. Educational interaction between teachers and students, meaning teachers must understand and can foster student self-confidence.
3. Democratic atmosphere, this democratic classroom atmosphere will provide more opportunities for students to practice to realize and develop their rights and obligations.
4. Variations of teaching methods, with varied teaching methods, teachers do not teach by just one method, but alternate according to their needs.
5. Professional teachers, teachers should have adequate skills, high sense of responsibility and have a sense of togetherness with peers.
6. Suitable materials and useful, must be sourced in a predefined curriculum.
7. A conducive environment, the success of an education will be largely determined by the circumstances of its environment.
8. Learning facilities that support, the process of learning and teaching will take place effectively if supported by good means.

From the characteristics of the effective teaching process, it is basically in accordance with the ideal teaching process of Civics, where the class is a democratic laboratory that gives students the freedom to express opinions and teachers explore students' self-confidence and instill understanding to students by using various methods that vary in a conducive class environment.

Table 1. Learning Outcomes of Civics Students of Class V Integrated Islamic Elementary School Nurul 'Ilmi Medan Kecamatan Percut Sei Tuan

| Academic Year | The highest score | Lowest Value | Average | KKM | Category |
|---------------|-------------------|--------------|---------|-----|----------|
| 2014/2015 | 85 | 60 | 65 | 70 | Enough |
| 2015/2016 | 83 | 60 | 70 | 70 | Enough |
| 2016/2017 | 80 | 60 | 70 | 70 | Enough |

Source: Data documentation of Integrated Islamic Elementary School Nurul 'Ilmi Medan.

From the above values, it can be seen that the value of students is still in enough category. This is due to lack of understanding of students on the concept of learning Civics. They consider the Civic lesson is a boring subject, another issue that is put forward is the lack of attention of teachers in developing learning skills. As the spearhead of educational implementers, we must know what causes it to happen, so that the learning process should be full of meaning (meaning full learning), which happens is just an activity without meaning and boring. Through long reflection, we must know what causes and what solutions we should take. There should be a high priority in improving the learning process, that is, by using varied methods, models, and learning media. Through citizenship education is expected to form a democratic citizen, namely citizens who dare to express opinions correctly, appreciate the difference of opinion, not impose opinion on others, critical and creative thinking, and have the ability to berkukasi well and polite. These capabilities can be trained well through the application of the learning model used in the learning process. This research wanted to know whether problem based learning and learning motivation have an effect on to student learning result. According to Arends that: "Problem-based learning model is a model of learning with student learning approaches on

authentic issues so students can develop their own knowledge, develop higher and inquiry skills, establish students, and improve confidence.[4] "Problem-based learning emerged late in the 20th century, precisely popularized by Barrows and Tamblyn [5]. This model emerged as a result of their research on the reasoning ability of medical students at McMaster Medical School Canada. Problem Based Learning model differs from learning through direct instruction (Direct Instruction). Direct Instruction prefers lecturing methods, which focus more on teacher activity (Teacher Center). Teachers explain then the students record things that are considered important, the students just passively listen to the material description, accept and swallow the science or information from the teacher. In such conditions the opportunity of students to find and build their own knowledge is very limited, so that students are less able to develop their thinking ability which has an impact on the problem solving ability. The one-way teaching and learning process does not support student participation in the learning process. Problem-based learning is a process of teaching and learning in a classroom where students are first asked to observe a phenomenon. Then the students are asked to note the problems that arise, after that the task of the teacher is to stimulate the critical thinking in solving existing problems. Teacher assignments lead students to ask questions, prove assumptions, and listen to different perspectives between them. Learning should be made in a pleasant condition so that students will continue to be motivated from the beginning until the learning process ends. In this case study with Problem Based Learning as one part of learning CTL (Contextual Teaching and Learning) is one of alternative that can be used by teacher in school to improve the quality of Civic Education learning.

II. Method

The research will be conducted at Integrated Islamic Elementary School Nurul 'Ilmi Medan with the following considerations: (1) This school has never been conducted with the same problem; (2) This school has not implemented a Problem Based Learning (PBL) learning model on Civic education subjects; (3) This school there is a problem that is the motivation and student learning outcomes on the subject of Civics is still low. This research has been conducted in Odd semester Year 2017/2018. Population is the subject of research. The population in this study is all students of class V academic year 2017/2018 with the number of students as many as 60 people. The sample is representative of the population to be studied. The sampling technique in this research is using Total Sampling. Therefore, the number of research samples is equal to the number of research population that is 60 students who are distributed into two classes, namely V-A class of 30 students and V-B class as many as 30 students. This type of research is quasi experimental research. The research design used is the experimental design of ANAVA with 2 x 2 factorial. In this study the first independent variable consists of two characteristics, namely Problem Based Learning model and Direct Instruction learning model. While on the second independent variable consists of two characteristics that is high motivation and low motivation. While the dependent variable is the result of learning Civics students. Variables in this study consist of independent variables and dependent variables. The independent variables in this research are: Learning Based Learning model and Direct Instruction model and Student Motivation. The dependent variable in this study are: students' learning outcomes. Motivation is the driving force or desire that raises student learning activities to achieve the objectives that have been formulated in the objectives of learning, which can be measured by several indicators that is the desire and desire succeed, the encouragement and the need in learning, the expectation and ideals of the period front, the awards in learning, the activities of interest in learning, and the existence of a conducive learning environment. Operational definition is a definition given to a variable by giving meaning or an operational needed to measure variables, and to avoid different interpretation of the variables used, the researcher makes the limits or defisini operational research variables as follows:

1. Problem Baset Learning (PBL) is a Problem Based Learning as one of the learning models designed to get learners important knowledge, which make them proficient in solving problems, and have their own learning model and have the ability to participate in the team. The learning process uses a systemic approach to solving problems or facing the challenges that will be needed in everyday life.
2. Direct Instruction Model is a teacher center model that emphasizes more on memorization. The direct teaching model is one of the teaching approaches designed to support students' learning processes related to declarative knowledge and well-structured procedural knowledge that can be taught with gradual, step-by-step pattern of delivering the material orally, performing individual questioning , assigning assignments to students individually, discussing assignments, summarizing material and providing evaluation.
3. Motivation is a stimulus that can affect students who come from within students or from outside the students themselves. Conducive environment in the learning process of fun will be able to cultivate student learning motivation that comes from outside the self, so that students will feel happy in learning, motivated, and not quickly feel bored in receiving teaching materials delivered by teachers.
4. Learning outcomes are the scores or scores obtained by students through tests before and after the learning process. The results obtained by the students certainly differ from one to another, this is due to

the ability of the students, to get good learning outcomes influenced by many factors, such as, motivation, activity, model environment, strategy, and others. The result of Civic Education learning is the end product of a Civics learning activity where students can understand and understand what is taught by the teacher and get satisfactory result.

III. Result and Discussion

Result:

Description of the data presented in the study consisted of the results of learning Civics students who are treated with Problem Based Learning model and Direct Intruction learning model based on the students' motivation level. The description of the displayed data informs the mean, mode, median, variance, standard deviation, maximum score and minimum score with a histogram graph.

Table 2. Description of Data Value of Learning Outcomes of Civics Students of Integrated Islamic Elementary School Nurul 'Ilmi Medan Class V-A with Treatment Learning Model Problem Based Learning

| No | Description of Statistics | Value |
|----|---------------------------|--------|
| 1 | Mean | 61.83 |
| 2 | Median | 77.50 |
| 3 | Mode | 80.00 |
| 4 | Std. Deviation | 25.37 |
| 5 | Varians | 643.64 |
| 6 | Range | 70.00 |
| 7 | Minimum | 25.00 |
| 8 | Maximum | 95.00 |

Data Values Of Learning Outcomes Civics Students Integrated Islamic Elementary School Nurul 'Ilmi Medan Class V-A with the treatment model of learning Problem Based Learning known mean = 62.84; mode = 80.00; median = 77.55; variance = 643.64; standard deviation = 25,37; maximum score = 95.00; minimum score = 25.00. To see the value of learning outcomes used interval class is the score between, the absolute frequency of the number of students who have the value of learning outcomes, and the relative frequency of the percentage score of learning outcomes. The data obtained is then made in the frequency distribution list, which is briefly shown in Table 3.

Table 3. Description of Value of Learning Outcomes of Civics and Relative Frequency of Elementary Students Nurul 'Ilmi Medan Class V-A

| Interval Class | f_{absolut} | $f_{\text{relatif}} (\%)$ |
|----------------|----------------------|---------------------------|
| 25-36 | 9 | 29,99 |
| 37-48 | 4 | 13,30 |
| 49-60 | 1 | 3,30 |
| 61-72 | - | - |
| 73-84 | 7 | 23,30 |
| 85-95 | 9 | 29,99 |
| Total | 30 | 100 |

From Table 3 data above can be grouped the result of learning result of Civic Education student of Integrated Islamic Elementary School Nurul 'Ilmi Medan Class V-A with treatment of Problem Based Learning model of 3 categories that is average ability, above average and below average. Based on the categorization of the data then the students who are treated with the treatment of Problem Based Learning model that is in the average ability of 7 people or 23.30%, the above average ability category as many as 9 people (29.90%) and ability category below the average of 11 people (45.90%). The next graph of the histogram is shown in Figure 1. as follows:

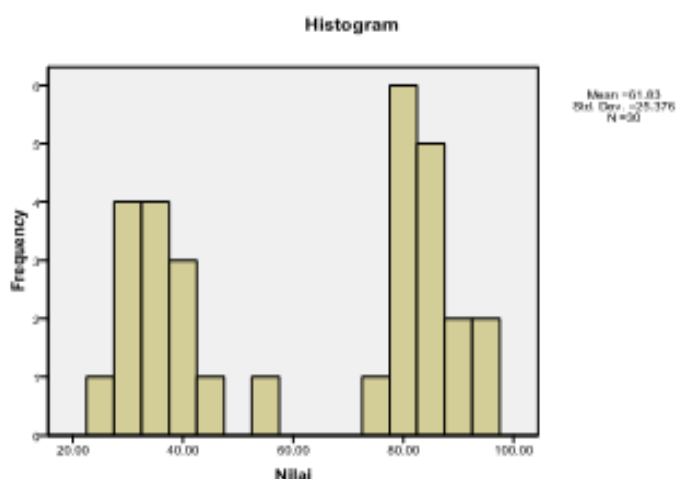


Figure 1. Graph of Histogram of Civics Learning Result of Integrated Islamic Elementary School Nurul 'Ilmi Medan Class V-A with Treatment of Learning Model Problem Based Learning

Table 4. Data Description The Value of Learning Outcomes of Civics Students of Integrated Islamic Elementary School Nurul 'Ilmi Medan Class V-B with Treatment Learning Model Direct Intruction

| No | Description of Statistics | Value |
|----|---------------------------|--------|
| 1 | Mean | 54,33 |
| 2 | Median | 47.50 |
| 3 | Mode | 35.00 |
| 4 | Std. Deviation | 19.37 |
| 5 | Varians | 375.40 |
| 6 | Range | 55.00 |
| 7 | Minimum | 30.00 |
| 8 | Maximum | 85.00 |

Data The value of learning outcomes Civic education students Integrated Islamic Elementary School Nurul 'Ilmi Medan Class V-B with the treatment of Direct Intruction learning model known mean = 54.33; mode = 35.00; median = 47.50; variance = 375.40; standard deviation = 19.37; maximum score = 85.00; minimum score = 30.00. To see the value of learning outcomes used interval class is the score between, the absolute frequency of the number of students who have the value of learning outcomes, and the relative frequency of the percentage score of learning outcomes. The data obtained is then made in the frequency distribution list, which is briefly shown in Table 5.

Table 5. Description of Value of Learning Outcomes of Civics and Relative Frequency Students of Integrated Islamic Elementary School Nurul 'Ilmi Medan Class V-B

| Interval Class | f_{absolut} | $f_{\text{relatif}} (\%)$ |
|----------------|----------------------|---------------------------|
| 30-39 | 9 | 30,00 |
| 40-48 | 6 | 20,00 |
| 49-57 | 2 | 6,60 |
| 58-66 | - | - |
| 67-75 | 9 | 30,00 |
| 76-85 | 4 | 13,30 |
| Total | 30 | 100 |

From Table 5 data, above can be grouped the value of learning outcomes of Civics students of Integrated Islamic Elementary School Nurul 'Ilmi Medan Class V-A with Direct Intruction Model Learning Model on 3 categories namely average ability, above average and below average. Based on the categorization of the data then the students who are treated with Direct Intruction learning model treatment that is on average ability as much as 2 people or (6.60%), the above-average ability category is 13 people (43.30%) and category below average ability as much as 15 people (50.00%). Furthermore, the histogram graph is presented in Figure 2. as follows:

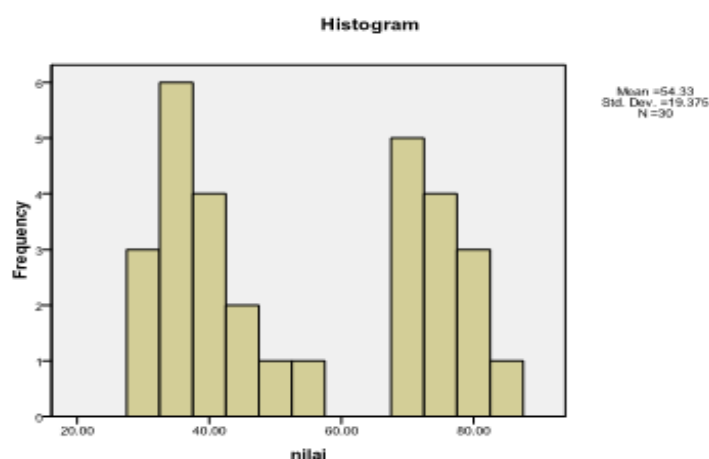


Figure 2. Graph of Histogram of Civics Learning Result of Integrated Islamic Elementary School Nurul 'Ilmi Medan Class V-A with Learning Model Learning Direct Intruction

Testing Requirements Analysis:

Testing requirements analysis includes the normality test and homogeneity test in the analysis with SPSS version 17.

Normality test:

Testing of normality data of student learning result of subject of Civics with subject comprehend unity and unity in analysis with SPSS version 17 Kolmogorov Smirnof Test test. In this normality test the data is normally distributed or can not be seen from the significant obtained. With the provision that if sig> 0,05 then the normal distributed data calculation can be seen in Appendix 15. Calculation result of normality test result of student learning test kolmogorov smirnof test is presented in Table 6.

Table 6. Summary of Normality Test Analysis

| No | Group | p-value | Sig | Information |
|----|---|---------|------|-------------|
| 1 | Student learning outcomes of Problem Based Learning model | 0,084 | 0,05 | Normal |
| 2 | Student learning outcomes of Learning Based Learning model and have high motivation | 0,452 | 0,05 | Normal |
| 3 | Student learning outcomes of Learning Based Learning model and have low motivation | 0,639 | 0,05 | Normal |
| 4 | Student learning outcomes Direct Intruction learning model | 0,099 | 0,05 | Normal |
| 5 | Student learning outcomes Direct Intruction learning model has a high motivation | 0,520 | 0,05 | Normal |
| 6 | Student learning outcomes Direct Intruction learning models have low motivation | 0,373 | 0,05 | Normal |
| 7 | Student learning outcomes with high overall motivation both given the treatment with the model of learning Problem Based Learning and Direct Intruction | 0,067 | 0,05 | Normal |
| 8 | Student learning outcomes with low motivation overall both being treated with the model of learning Problem Based Learning and Direct Intruction | 0,071 | 0,05 | Normal |

In the normality test with the student learning outcomes kolmogorov smirnof test test can be seen the data is normally distributed.

Homogeneity Test:

The homogeneity test of variance was conducted to find out whether the sample variance came from a homogeneous population or not. Homogeneity test is done that is comparing the variance data of learning result of Civics students who are treated with Problem Based Learning model of learning with the result of learning of Civics students who are treated by Direct Intruction learning model. Homogeneity test is done using Levine homogeneity test. The sample variance comes from a homogeneous population or not if sig> 0.05. The complete calculation can be seen in appendix 16. Summary of homogeneity test calculation can be seen in table 7.

Table 7. Summary of Homogeneity Test Analysis

| Sample group | p-value | Sig | Information |
|--|---------|------|-------------|
| Results of student learning that dibelajarkan with learning model Problem Based Learning and Direct Instruction learning model | 0,109 | 0,05 | Homogen |

From the analysis result in the Test of Homogeneity of Variances table obtained $F = 2,654$; $db\ 1 = 1$; $db\ 2 = 568$, and $p\text{-value} = 0,109 > 0,05$. Thus, it can be concluded data of student learning outcomes that dibelajarkan with learning model Problem Based Learning and Direct Instruction homogeneous learning model or both groups of samples have variations or diversity values are relatively the same (homogeneous).

IV. Hypothesis Testing

First Hypothesis:

Testing the first hypothesis (difference between A) is the result of learning Civics students are taught by using the model of learning Problem Based Learning is higher than students taught by direct instruction model (direct instruction). The statistical hypothesis is:

$$H_0: \mu A1 = \mu A2$$

$$H_a: \mu A1 > \mu A2$$

If the probability is $> 0,05$ then H_0 is accepted, if probability $< 0,05$ then H_0 is rejected. From the results of SPSS analysis version 17 hypothesis testing. Probability based on learning model is 0,04 then H_a accepted ($0,04 < 0,05$) so decision taken is H_a , that is result of learning of Civic education obtained by student with treatment of Problem Based Learning model is higher than with direct learning model (direct instruction). That the average value of student learning outcomes of students who are treated with Problem Based Learning model ($\bar{X} = 60,23$) higher than the average value of students' learning outcomes treated by Direct Intruction learning model $\bar{X} = 56,76$.

Second Hypothesis:

Testing the second hypothesis (difference between B) is the result of learning Civics students who have higher motivation higher than students who have low motivation. The statistical hypothesis is:

$$H_0: \mu B1 = \mu B2$$

$$H_a: \mu B1 > \mu B2$$

If probability $> 0,05$ then H_0 is accepted, if probability $< 0,05$ then H_0 is rejected. From result of analysis SPSS version 17 probability test based on learning motivation is 0,001 then H_a accepted ($0,001 < 0,05$) so decision taken is H_a , that is result of learning Civic education obtained by student with higher motivation higher higher than result of learning Civic education students who have low motivation. can be seen that the average value of learning outcomes Civic education students who have high motivation $\bar{X} = 59,95$ higher than the average value of learning outcomes Civic education students are motivated low $\bar{X} = 55,54$.

Third Hypothesis:

Testing the third hypothesis (the influence of interaction AB) is There is interaction between learning model and learning motivation to learning outcomes Civic education. The statistical hypothesis is:

$$H_0: A \times B = 0$$

$$H_a: A \times B \neq 0$$

If the probability $> 0,05$ then between the variables there is no interaction. If probabilitas $< 0,05$ then inter-variable interaction. From SPSS analysis result version 17 hypothesis testing. Probability based on group learning model interaction and learning motivation got 0,000 then H_a received ($0,000 < 0,05$) hence can be concluded there is interaction between model group variable and motivation. (1) The value of learning outcomes Civic education students who are treated with Problem Based Learning model of learning have high motivation $\bar{X} = 84,38$ higher than the average The value of learning outcomes Civic education students who are treated with Direct Intruction learning models that have high motivation $\bar{X} = 38,53$; (2) The value of learning outcomes Civic education students who are treated with Problem Based Learning model of learning have high motivation $\bar{X} = 84,38$ higher than the average The value of learning outcomes Civic education students who are treated model of learning Problem Based Learning has low motivation $\bar{X} = 36,07$; (3) The value of learning outcomes Civic education students who are treated with Problem Based Learning model of learning have high motivation $\bar{X} = 84,38$ higher than the average The learning outcomes of Civic education students who are treated with Direct Intruction learning models have low motivation $\bar{X} = 75,00$; (4) The value of learning

outcomes Civic education students who are treated with Direct Intruction learning models that have high motivation $\bar{X} = 38,53$ higher than the average The value of learning outcomes Civic education students who are treated with Problem Based Learning model that has low motivation $\bar{X} = 36,07$; (5) The value of learning outcomes Civic education students who are treated with Direct Intruction learning models that have high motivation $\bar{X} = 38,53$ lower than the value of learning outcomes Civic education students who are treated with Direct Intruction learning models that have low motivation $\bar{X} = 75,00$; (6) The value of learning outcomes Civic education students who are treated with Problem Based Learning model of learning have low motivation $\bar{X} = 36,07$ lower than the value of learning outcomes Civic education students who are treated with Direct Intruction learning models that have low motivation $\bar{X} = 75,00$.

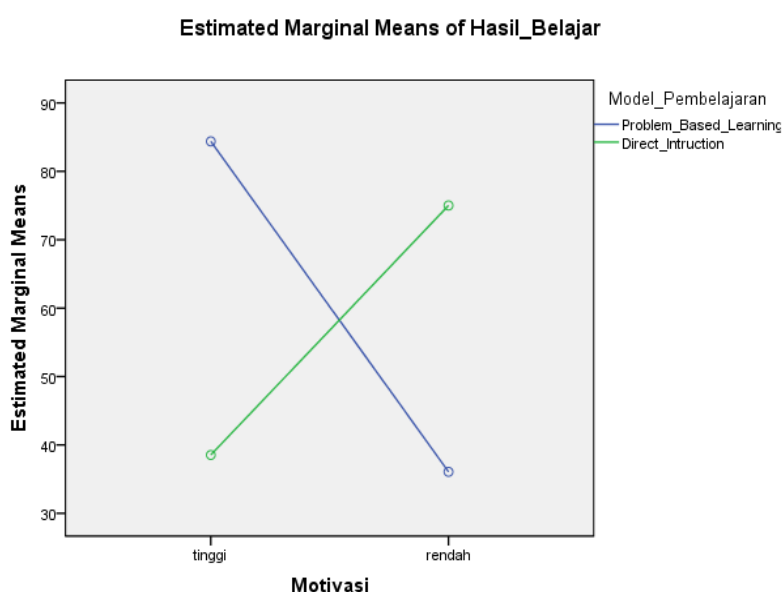


Figure 3. Interaction of Learning Model with Learning Motivation

V. Discussion

Learning Outcomes of Students Taught with Problem Based Learning Learning Model Higher Than Teachers' Learning Outcomes Taught With Direct Instruction Model:

Learning outcomes are a value acquisition obtained through a process from remembering, understanding, application, analysis, synthesis, to evaluation and it all gives an indication that there is progress in learning. Learning outcomes are used by teachers to make the size or criteria in achieving an educational objective. The way teachers teach in the classroom with the appropriate learning model has a big role in improving student learning outcomes. In this study has shown that the learning outcomes of Civic education students taught by using Problem Based Learning model is higher than students taught by direct instruction model. The results of this study are in line with the opinion of Arends, that: "Problem-based learning model is a model of learning with student learning approaches on authentic issues so that students can develop their own knowledge, grow higher skills and inquiry, and increase self-confidence. So that the student learning outcomes are better because the students will be more active and able to work together, in addition to supporting to deceive each other in order to achieve the desired learning objectives. In learning Problem Based Learning students are stimulated to be able to express opinions, develop ideas through the role of teachers as mentors. Problem Based Learning model of learning, is a learning model that makes the problem as the main ingredient in learning. The role of teachers in this model leads students to make conclusions that make learning activities more active, creative and innovative. While the direct instruction model is directly transformed by the teacher to the students by performing a demonstration that involves more of the role of the teacher so that the students are less active in the learning which resulted in low student learning outcomes. The results of this study also in accordance with the results Herlina, et al with the title Influence Model Problem Based Learning and Achievement Motivation Against Learning Outcomes[6]. Result of research indicate that there is influence of learning model of problem based learning toward improvement of student learning result; Abdurrozak, et al say entitled Influence of Problem Based Learning Model on Student Creative Thinking Ability[7]. Shows that the

Problem Based Learning model is better at improving students' creative thinking ability than using conventional models; Ismaya, S. et al under the title Influence of Problem Based Learning Approach to Mathematical Communication Skills and Student Motivation and Motivation; Endro Santoso With title Enhancement of Learning Achievement of Civic Education through Problem Based Learning. Demonstrate the implementation of problem based learning (Problem Based Learning) able to increase the role / activity of students and teachers in the learning process[8].

Results of learning Civic education Students Who Have Higher Motivation Higher than Student Results Who Have Low Motivation:

Motivation has a very useful role in teaching and learning process because without motivation, teaching and learning activities will not be useful. Motivation learning is a driver in learning activities, movers, improve learning outcomes and directors learn. The results of this study conclude that the learning outcomes of Civic education students who have high motivation higher than the results of students who have low motivation. The results of this study in accordance with the results of research Sunjono with the title Effect of Problem Based Learning on Learning Outcomes Viewed From Learning Motivation PLC[9]. Shows that student learning outcomes taught by Problem Based Learning method is higher compared to student learning outcomes taught by methods of demonstration study and research results Sari, et al with the title The influence of interest and motivation of learning on learning achievement concluded the motivation of learning together similarly significant effect on learning achievement. In line with Siagian research shows that interest in learning affects the achievement of students' mathematics learning at SMK PGRI 16 Cipayung East Jakarta, with the results of t count = 5.489 > t table = 2.048 which means that there is influence between learning achievement of student learning interest[10]. Similarly, the research conducted by Arini showed that the motivation of learning had a very significant effect on the achievement of the students of grade II of SMA Negeri 99 Jakarta, with the result of the research obtained t value of 3.703 with the level of significance to the academic achievement. According Djamarah motivation in learning can determine whether or not to achieve goals. The greater the motivation, the greater the success in learning, thus affecting the increase in student achievement[11]. Therefore, we can know that the factors of interest and motivation to be one of the factors that determine the achievement of learning achieved by students who are less active and not doing the task indicates that the student is less motivated to learn, because motivation is anything that encourages someone to do something (Purwanto)[12]. Students with less motivation cause students to have less incentive to learn.

Interaction Between Learning Model and Learning Motivation to Student Learning Civic education

The Problem Based Learning model is characterized by the use of real-life problems as something students must learn to train and improve critical thinking skills and problem solving as well as gain knowledge of important concepts, in which the teacher's task must focus on helping students achieve self-directed skills. Problem-based learning, its use in higher levels of motivation, in problem-oriented situations, including how to learn. In general Problem Based Learning presents to students highly motivated problem situations and meaningful that can provide convenience to students to conduct investigations and inquiry. The results of this study conclude the value of learning outcomes Civic education students who are treated with learning model Problem Based Learning has a higher motivation higher than the average The value of learning outcomes Civic education students who are treated with Direct Intruction learning models that have high motivation; The value of learning outcomes Civic education students who are treated with Problem Based Learning model of learning have a higher motivation higher than the average The value of learning outcomes Civic education students who are treated with learning model Problem Based Learning has low motivation; The value of learning outcomes Civic education students who are treated with Problem Based Learning model of learning have a higher motivation higher than the average value of learning outcomes Civic education students who are treated with Direct Intruction learning models have low motivation; The value of learning outcomes Civic education students who are treated with Direct Intruction learning models that have high motivation higher than the average The value of learning outcomes Civic education students who are treated with Problem Based Learning model that has low motivation; The value of learning outcomes Civic education students who are treated with Direct Intruction learning models that have high motivation lower than the value of learning outcomes Civic education students who are treated with Direct Intruction learning models that have low motivation; The value of learning outcomes Civic education students who are treated with Problem Based Learning model of learning have lower motivation lower than the value of learning outcomes Civic education students who are treated with Direct Intruction learning models that have low motivation. The provision of the achievement of different student learning result because the treatment of learning model based on the suitability of students' learning motivation, the result of this research is in line with the result of Purwaningsih et al. (2011) study concluded that the learning motivation with learning model helps students to learn effectively in the right way.

Limitations of Research:

Implementation of this research has been done as well and as perfect as possible with scientific method procedure, but did not rule out the existence of limitations that this research is only done on one class of learning problem-based learning model and Direct Instruction learning model, so this research can not be generalized into space wider scope, unless the characteristics of the student and the learning model are consistent with the characteristics of the study. Furthermore for the instrument, although the instrument has validated the expert, but the new instrument measures the student's learning outcomes but has not been able to measure the learning process undertaken by students to be able to produce students' abilities thoroughly, for that this research can be combined with more in-depth research through qualitative research so student learning process as a whole can be recorded properly. Students who are the subject of the study are not controlled outside of the school hours, so the possibility of different learning experiences from each subject outside of the treatment provided in the school may also affect the student's ability. This weakness should therefore be strictly controlled before the experiment. There is a possibility of the use of supervision conducted by teachers less than the maximum, it affects the level of desire and ability in the mastery of the given subject matter. With this weakness, then to overcome it needs to be given instructions and supervision on teachers who do such treatment by researchers.

VI. Conclusion

Based on the results of the research, the conclusions can be put forward are: There is the influence of learning model Problem Based Learning and Direct Instruction learning model to the learning outcomes of Civic education Students of Integrated Islamic Elementary School Nurul 'Ilmi Medan. Problem Based Learning $62,48 \pm 25,37$ and Direct Instruction $54,33 \pm 19,37$. There is influence of high learning motivation and low learning motivation to learning outcomes Civic education Students of Integrated Islamic Elementary School Nurul 'Ilmi Medan. High motivation $\bar{X} = 59,95$ low motivation $\bar{X} = 55,54$. There is an interaction between learning model and learning motivation toward learning outcomes of Civic education of Integrated Islamic Elementary School Nurul 'Ilmi Medan Students. Based on the results of the research and the conclusion of the research, the following implications are implied: (a) the acceptance of the hypothesis that there is an influence of Problem Based Learning model and Direct Instruction learning model to the learning outcomes of Civic education Students of Integrated Islamic Elementary School Nurul 'Ilmi Medan it is necessary to consider the Integrated Islamic Elementary School Nurul 'Ilmi Medan in the effort of applying problem-based learning model for supporting subject like Civic education, so that the learning process can take place effectively so that the learning objectives can be achieved as expected. (2) With the acceptance of second hypothesis that there is influence of high learning motivation and low learning motivation to learning result of Civic education of Integrated Islamic Elementary School Nurul 'Ilmi Medan Students. High motivation and low learning motivation should be considered for the Integrated Islamic Elementary School Nurul 'Ilmi Medan to pay attention to the characteristics that dominate students in the form of student learning motivation so that teachers can accommodate well determine the appropriate learning model. (3) With the acceptance of the third hypothesis that there is interaction between learning model and learning motivation toward learning outcomes Civic education Students of Integrated Islamic Elementary School Nurul 'Ilmi Medan then in every convey the subject matter teachers need to pay attention to the selection of learning models in accordance with students who have different learning motivation because not all models of learning in accordance with student learning motivation.

VII. Suggestion

Based on the results of research conclusions, it is necessary to suggest some things, in implementing the learning should be a consideration for teachers to apply learning model based learning learning characteristics of student learning motivation to improve student learning outcomes. For the school should improve teachers' learning practices pay more attention to the characteristics of students that are closely related to the learning process of learning motivation.

References

- [1] Abdul Azis Wahab & Sapriya. (2011). *Teori dan Landasan Pendidikan Kewarganegaraan*. Bandung: CV. alfabeta.
- [2] Thomas Lickona, *Pendidikan Karakter : Panduan Lengkap Mendidik Siswa Pintar dan Baik*, Bandung : Nusa Media, 2013
- [3] Suryana (2012). *Penerapan Civics disposition dalam Peningkatan Kesadaran Berkonstitusi di Kalangan Siswa.Sekolah Pasca Sarjana UPI*.
- [4] Arends, Richard I, 2008. *Learning To Teach Belajar Untuk Mengajar*. Yogyakarta: Pustaka Pelajar.
- [5] Barrows,H.S., Tambblyn,R.N..(1980), *Problem-Based Learning : An Approach To. Medical Education*. New York.
- [6] Herlina, Dkk. 2016. *Pengaruh Model Problem Based Learning dan Motivasi Berprestasi Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Biologi di Kelas XI IPA Man 2 Model Palu*”, *Jurnal Sains dan Teknologi Tadulako*.
- [7] Abdurrozak Rizal, Dkk. (2016). *Pengaruh Model Problem Based Learning Terhadap Kemampuan Berpikir Kreatif Siswa*. *Jurnal Pena Ilmiah* : Volume. 1. No. 1. Upi. Kampus. Sumedang

- [8] Endro Santoso.(2015). Melalui Pembelajaran Berbasis Masalah (Problem Based. Learning) Pada Standar Kompetensi Menampilkan Sikap Positif Terhadap Pancasila Sebagai Ideologi Terbuka di Kelas XII IPA-1. SMAN 1 Boyolangu Tahun Pelajaran 2014-2015. Jurnalpendidikanprofesional.Com/Index.Php/Jpp/Article.
- [9] Wulandari, B dan Sujono, H.D.(2013). Pengaruh Problem-. Based Learning Terhadap Hasil. Belajar ditinjau dari Motivasi. Belajar Plc Di Smk. Jurnal. <https://proceeding.uniku.ac.id/index.php/pmat/article/.../68/63>.
- [10] Siagian, Sondang,P. 2014. Teori Motivasi dan Aplikasi. Rineka Cipta.
- [11] Djamarah & Zain. (2006). Strategi belajar mengajar. Jakarta: Rineka Cipta
- [12] Purwanto. 2013.Evaluasi hasil belajar.Yogyakarta: Pustaka Pelajar. Aunurrahman
- [13] Purwaningsih, Heni. (2011). Pengaruh Penggunaan Peta Konsep Pada Model. Problem Based Learning Terhadap Metakognisi Siswa, Skripsi, UIN.

Fadhli Ihsan Arbas Hsb "Influence of Problem Based Learning Learning Model (Pbl) And Learning Motivation To Student Learning outcomesIn class V Integrated Islamic Elementary School Nurul 'Imi medan Lesson 2017/2018.." IOSR Journal of Research & Method in Education (IOSR-JRME) , vol. 8, no. 1, 2018, pp. 54-64.