

Enhancing Student Learning Motivation in Social Studies Through the Articulation Model

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Abstract—This classroom action research was conducted to address the low learning motivation among Grade VIII-A students at SMP Angkasa Singosari, particularly in social studies (IPS). Preliminary observations revealed that the lack of instructional variety, inappropriate teaching models, and inadequate learning facilities contributed to students' disengagement. To improve motivation, the Articulation Learning Model was implemented over two cycles. In the first cycle, student motivation remained low, with only 15.79% categorized as motivated. However, after refining the instructional approach in the second cycle, the proportion of motivated students increased significantly to 89.47%. The articulation model, which emphasizes peer-to-peer explanation and collaborative learning, fostered greater student engagement, confidence, and participation. Students became more attentive, actively presented group discussions, and demonstrated improved understanding of the material. These findings suggest that the articulation model is effective in enhancing student motivation in social studies. It is recommended that educators adopt this model to create a more interactive and student-centered learning environment.

Keywords—Articulation Learning Model; Student Motivation; Classroom Action

I. INTRODUCTION

Learning motivation is a critical factor influencing student success and engagement in the classroom. At SMP Angkasa Singosari, observations revealed that students in Grade VIII-A exhibited notably low motivation in social studies (IPS). This was evident from their midterm examination scores and classroom behavior, such as inattentiveness, reluctance to participate, and a general lack of enthusiasm during lessons. Compared to other classes, Grade VIII-A had the fewest students demonstrating high learning motivation, with only 8 out of 19 students showing signs of active engagement.

Several factors contributed to this issue. First, the instructional model employed by the teacher lacked variety and was often misaligned with the learning objectives. The predominant use of the "talking stick" method, while intended to encourage reading and quick comprehension, failed to stimulate critical thinking or collaborative learning. For instance, topics such as population issues, which require analytical discussion, would have been better served by cooperative models like Jigsaw. Second, the school's limited infrastructure—such as the absence of multimedia tools like LCD projectors and inadequate classroom ventilation—further hindered effective teaching and learning.

Additionally, students demonstrated a low inclination to read beyond their textbooks, lacked the confidence to ask questions or present group work, and often engaged in off-task behaviors such as chatting or using mobile phones during lessons. These behaviors reflect a deeper issue of disengagement and a lack of intrinsic motivation to learn.

To address these challenges, this study implemented the Articulation Learning Model, a student-centered approach that emphasizes peer interaction, communication, and collaborative knowledge construction. In this model, students are paired and take turns explaining newly learned material to one another, thereby reinforcing their understanding and building confidence. This method not only encourages active participation but also fosters critical thinking, independence, and mutual support among students.

Given the potential of the Articulation Model to transform passive learning environments into dynamic, interactive spaces, this classroom action research aimed to investigate its effectiveness in enhancing student motivation in social studies. By applying this model in a structured and reflective manner, the study sought to create a more engaging and motivating learning experience for students in Grade VIII-A.

II. METHODOLOGY

This study employed a Classroom Action Research (CAR) design, which is a reflective process conducted by educators to improve the quality of teaching and learning in their own classrooms. The primary objective of this research was to enhance student motivation in social studies (IPS) through the implementation of the Articulation Learning Model. The research was conducted in two cycles, each consisting of planning, action, observation, and reflection stages.

The researcher played multiple roles throughout the study, including instructional planner, material developer, classroom teacher, data collector, and report writer. The presence of the researcher in the classroom was essential, not only for implementing the intervention but also for observing and documenting the learning process. A peer observer was also involved to provide an objective perspective during classroom activities.

The study was conducted in Grade VIII-A of SMP Angkasa Singosari during the 2017/2018 academic year. The class consisted of 19 students—12 male and 7 female. The Articulation Learning Model was selected as the intervention due to its emphasis on student interaction, peer explanation, and collaborative learning, which are believed to foster greater engagement and motivation.

Data collection instruments included: (1) Motivation questionnaires, used to assess students' learning motivation before and after each cycle. (2) Observation sheets, used to monitor student behavior, participation, and independence during the learning process. (3) Field notes, recorded by the observer to capture qualitative insights into classroom dynamics and student responses.

Quantitative data were analyzed using descriptive statistics, including percentage calculations to determine the level of student motivation. Qualitative data were analyzed through data reduction, data display, and conclusion drawing, following Miles and Huberman's model. The combination of these methods allowed for a comprehensive understanding of the impact of the Articulation Model on student motivation.

This methodological approach ensured that the intervention was systematically implemented and evaluated, providing reliable insights into its effectiveness in enhancing student motivation in social studies.

III. RESULT

The implementation of the Articulation Learning Model was conducted in two cycles to improve student motivation in social studies among Grade VIII-A students at SMP Angkasa Singosari. The results were measured using a motivation questionnaire administered at the end of each cycle. The findings are presented in the following tables.

TABLE I. STUDENT MOTIVATION RESULT IN CYCLE I

No	Number of Students	Percentage %
1	0	0
2	3	15,79
3	15	78,94
4	1	5,27
5	0	0
Total	19	100%

In Cycle I, the data show that no students were categorized as "highly motivated." Only 15.79% (3 students) were classified as "motivated," while the majority—78.94% (15 students)—were "moderately motivated." One student (5.27%) was categorized as "less motivated," and none were "unmotivated." These results indicate that most students were not yet fully engaged or enthusiastic about the learning process.

TABLE II. STUDENT MOTIVATION RESULT IN CYCLE II

No	Number of Students	Percentage %
1	0	0
2	17	89,47
3	2	10,52
4	0	0
5	0	0
Total	19	100%

In Cycle II, a significant improvement in student motivation was observed. A total of 89.47% (17 students) were categorized as "motivated," while 10.52% (2 students) were "moderately motivated." No students were found in the "less motivated" or "unmotivated" categories. This shift indicates a substantial increase in student engagement and enthusiasm following the refinement of instructional strategies and the continued application of the Articulation Learning Model.

The increase in motivation from Cycle I to Cycle II demonstrates the effectiveness of the intervention. The data suggest that students responded positively to the structured peer interaction and active learning components of the model, which contributed to a more engaging and supportive classroom environment.

IV. DISCUSSION

The results of this classroom action research clearly demonstrate the effectiveness of the Articulation Learning Model in enhancing student motivation in social studies. The significant increase in the number of students categorized as "motivated" from Cycle I (15.79%) to Cycle II (89.47%) indicates that the model successfully addressed the motivational challenges initially observed in the classroom.

This improvement aligns with the principles of constructivist learning theory, which emphasizes the importance of active engagement and social interaction in the learning process. According to Vygotsky's theory of the Zone of Proximal Development (ZPD), students learn more effectively when they interact with peers who can support their understanding through guided collaboration [1]. The articulation model, which requires students to explain concepts to one another, directly supports this approach by fostering peer-to-peer learning and reinforcing comprehension through verbalization [2].

The model's success can also be interpreted through the lens of Self-Determination Theory (SDT), which posits that motivation is enhanced when learners experience autonomy, competence, and relatedness [3]. The articulation model promotes (1) Autonomy, by allowing students to take an active role in their learning; (2) Competence, by encouraging them to articulate their understanding and receive feedback; (3) Relatedness, by fostering meaningful interactions with peers.

This is consistent with the view of Sardiman [4], who emphasized that motivated students tend to be persistent, curious, and willing to engage in academic tasks. In Cycle II, students began to ask questions, present group work, and show greater interest in the subject matter—behaviors that reflect increased motivation.

The findings also support the reciprocal relationship between motivation and achievement, as described in educational psychology literature [5]. When students experience success and feel competent, their motivation tends to increase, which in turn leads to further academic engagement and achievement. This was evident in the transition from Cycle I to Cycle II, where improved instructional strategies led to greater student participation, which then reinforced their motivation and performance.

Bandura's concept of self-efficacy also applies here. As students successfully explained material to their peers, they built confidence in their abilities, which enhanced their belief in their capacity to succeed academically [6]. This is supported by Purwanto[7], who noted that students with low motivation often avoid tasks and show minimal engagement.

Moreover, the articulation model's structure—where students take turns explaining and listening—encourages active listening and critical thinking. Huda [8] and Ngalimun [9] both highlight that articulation fosters communication skills, independence, and deeper understanding, especially when students are required to rephrase and present material to others.

The role of the teacher is also crucial. As Slameto [10] and Uno argue, teachers must be responsive to students' needs and create a learning environment that supports motivation. In this study, the teacher's shift from a passive to an interactive teaching style contributed significantly to the observed improvements.

Finally, the use of multimedia tools such as PowerPoint presentations in Cycle II helped make the material more engaging. Arsyad [11] emphasized that media can enhance the effectiveness and efficiency of learning by making abstract concepts more concrete and accessible.

V. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings from this classroom action research, it can be concluded that the implementation of the Articulation Learning Model significantly improved student motivation in social studies among Grade VIII-A students at SMP Angkasa Singosari. The percentage of students categorized as "motivated" increased from 15.79% in Cycle I to 89.47% in Cycle II. This improvement reflects the effectiveness of the articulation model in fostering active participation, peer collaboration, and student engagement.

The model's emphasis on structured peer interaction, where students take turns explaining and listening, contributed to increased confidence, better comprehension, and a more dynamic classroom environment. These outcomes are consistent with educational theories that highlight the importance of autonomy, competence, and social interaction in enhancing motivation [2], [4], [6]. Furthermore, the articulation model aligns with the principles of cooperative learning, which has been shown to improve academic achievement and interpersonal relationships among students [14].

Recent research also emphasizes the importance of motivation regulation in learning environments, particularly when students face challenging or monotonous tasks. Structured peer-based models like articulation can help students sustain motivation by making learning more interactive and personally meaningful [12]. Additionally, the gradual release of responsibility embedded in articulation strategies supports the development of learner independence and self-regulation [13].

B. Suggestions

The results suggest as followed. For Teachers: It is recommended that educators adopt the Articulation Learning Model, particularly in subjects that require discussion and conceptual understanding. Teachers should ensure that group dynamics are well-managed and that students are given clear roles and responsibilities during articulation activities. For Schools: Educational institutions should support the implementation of interactive learning models by providing adequate facilities, such as multimedia tools and flexible classroom arrangements, to enhance student engagement.

For Future Researchers: Further studies could explore the application of the articulation model in other subjects or educational levels. Researchers may also investigate the long-term impact of this model on academic achievement, critical thinking, and motivation regulation [12].

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