

Influence of Motivation to Natural Sciences Mental Retardation Students on Learning Outcomes in Schools Organize Inclusive Education

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Abstract

A person's success in reaching a point in the learning process depends on oneself and the environment, a great desire is in line with the effort used, this desire is called motivation. The purpose of this study was to determine the effect of learning motivation in science for mentally retarded students on learning outcomes in schools providing inclusive education. This research technique uses quantitative research. The research subjects were teachers at the School of Inclusive Education in Surakarta City. The results of data processing and statistical testing obtained a significance value (Sig) of 0.031. Thus, the value of Sig. 0.031 < probability 0.05, thus H₀ is rejected and H₁ is accepted. It can be concluded that "there is an influence of learning motivation on student learning outcomes".

Keywords: inclusive; learning outcomes; mental retarded; motivation; science learning

Abstrak

Keberhasilan seseorang dalam mencapai suatu titik dalam proses pembelajaran bergantung pada diri sendiri dan lingkungan, keinginan yang besar selaras dengan usaha yang digunakan, keinginan inilah yang disebut sebagai motivasi. Tujuan penelitian ini adalah untuk mengetahui pengaruh motivasi belajar IPA siswa tunagrahita terhadap hasil belajar di sekolah penyelenggara pendidikan inklusif. Teknik penelitian ini menggunakan penelitian kuantitatif. Subjek penelitian adalah guru di Sekolah Penyelenggara Pendidikan Inklusif di Kota Surakarta. Hasil pengolahan data dan pengujian statistik diperoleh nilai signifikansi (*Sig*) sebesar 0,031. Dengan demikian, nilai *Sig*. 0,031 < probabilitas 0,05 dengan demikian H₀ ditolak dan H₁ diterima. Dapat disimpulkan bahwa "ada pengaruh motivasi belajar terhadap hasil belajar siswa".

Kata kunci: inklusi; hasil belajar; motivasi; pembelajaran IPA; motivation

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INTRODUCTION

Education is an important need for every human being to survival of his life. But not all humans who are born on this earth are born with perfection so that it can easily get education in general, Therefore, the government is obliged to provide education for those in need special, because children with special needs need special attention so that get optimal results like children his age. Government launched a policy for schools not to reject students who have needs specifically to be able to enter the regular class (Irawan & Febriyanti, 2018). As is It is hoped that this equal distribution will accommodate children with special needs by attending regular schools. Inclusive education is one form of service education provided by the government for students with special needs. Goal so that they get the fulfillment of their rights and obligations as citizens in terms of knowledge knowledge. Inclusive

education is a forum for equitable development of the potential of participants students in order to realize the goals of national education (Darma & Rusyidi, 2015). Inclusive education is the provision of educational services that are open to all and accommodate all wishes that are tailored to each person's circumstances (Kustawan, 2013). Quality education services for all children with disabilities Education services are educational services that are in accordance with the barriers that children have, both in the field of education, academic and non-academic. Inclusive education is one form of implementation education without discrimination. Through the implementation of inclusive education, it is hoped that create a generation of nations that can think inclusively of all forms differences (Saadati & Sadli, 2019). The basic concept of inclusive education is intended as an education service system that includes children with special needs learning together with their peers in regular schools close to where they live. Scope implementation of inclusive education includes Kindergarten, Elementary School, Junior High School, High School and Vocational High School (Kemendiknas, 2010)

Schools providing inclusive education certainly have a goal in one of the teaching is the learning achievement achieved by students, one can say has been successful in learning if he is able to show a change in ability thinking, skills, and attitudes (Jannah, 2017). By observing changes in learning outcomes can be measured and proven in the ability or achievement experienced by students as a the results of the learning experiences carried out by students (Németh & Long, 2012). benchmark in identifying success or evaluating learning objectives can be based on on student learning outcomes (Aziz, Yusof, & Yatim, 2012). As one of the benchmarks for measuring the success of the learning process, learning outcomes reflect the results of the process learning that shows the extent to which students, teachers, learning processes, and institutions education has achieved the educational goals that have been determined (KPOLOVIE, JOE, & Andy Okoto, 2014). From the learning outcomes, it can also be seen reports related to what students have obtained in the learning process (Lund & Veal, 2021). So that learning outcomes are competencies and skills possessed by students that are obtained through the process of learning (Elde Mølstad & Karseth, 2016).

One of the factors that can affect student learning outcomes is motivation obtained by students (Primary, Firman, & Neviyarni, 2019). One's success in reach a point in the learning process depending on oneself and the environment, great desire in accordance with the effort used this desire is called as motivation (Sadirman, 2014). Learning motivation can be interpreted as a driving force to carry out certain learning activities that come from within and also from outside individuals so as to foster enthusiasm in learning (Monika & Adman, 2017). Motivation become the most important grip in providing enthusiasm for learning or enthusiasm for learning. so it can be said that student learning outcomes will increase with the motivation as a determinant of the intensity of learning efforts (Palupi, Anitah, & Budiyo, 2014).

Mentally retarded students who attend inclusive education providers have characteristics that are quite different from other students. Obstacles that have mental retardation students in inclusive schools

can affect learning outcomes Research conducted by (Nurfitriani & Hidayat, 2020) mentally retarded students with IQ characteristics between 70-80, have the same physical condition as normal children, have a great imagination high despite weak language skills, have low self-confidence, and From the motor aspect, mentally retarded students are able to carry out psychomotor activities such as: other students. Mentally retarded students who attend inclusive schools get the same lessons as other regular students. Inclusive education is a philosophy as well as a strategy in education, where children with various conditions (including children with special needs) can participate in education together at regular schools (public schools) (Supena, 2017).

Science as one of the subjects at school, can provide a role and experience for students. Natural Sciences (IPA) is a learning concept that closely related to the natural environment and human life. Science learning holds important role in the process of education and technological development considering science is the basis for other sciences and has the ability to generate human interest in developing science and technology. Lots of concepts or new products in various fields as a result of the development of the concept science learning, such as concept and product development in medicine, geology, astronomy, architecture and much more. Elementary school science learning is learning in which there is a lot of related material with the surrounding environment. The science learning process should be a learning process which is fun for students because there are many models and learning media that can be used in delivering science material (Wijanarko, 2017).

Science learning outcomes can also be greatly influenced by the motivation of students. It is good internal motivation and external motivation. Science learning is carried out in various ways efforts, one of which is through increasing learning motivation. In terms of student learning will succeed if in itself there is a will to learn and a desire or drive to learn, because with an increase in learning motivation, students will be moved, directed attitudes and behavior of students in learning, in this case learning science. Related to results learning obtained by mentally retarded students in inclusive schools, The problem that will be raised in this research is how much motivation? affect the learning outcomes of mentally retarded students in inclusive schools from the point of view of the teacher's point of view as an educational companion for mentally retarded students. This research aims to knowing the effect of teacher learning motivation on the learning outcomes of mentally retarded students at school inclusive education providers.

METHOD

Types of research

This research uses quantitative research. According to Yin (2013) is an inquiry empirical research that investigates phenomena in real-life contexts, whenever the boundaries between phenomena and contexts is not clearly evident and where multiple sources of evidence utilized.

Research Time and Place

This research was conducted in October 2021. The place of research was carried out at the School Inclusive Education Provider in Surakarta City. Research subjects were selected by using purposive sampling method, purposive sampling is a sampling technique sample data sources with certain considerations (Sugiyono, 2015). purposive method Sampling was chosen because the subject is a teacher in an inclusive education school. The number of subjects used in this study were 30 teachers who teach in Inclusive Education Organizing School in Surakarta City.

Research Procedures and Research Instruments

Collecting data using instruments in the form of a rating scale model questionnaire, motivation scale The learning method used is based on the operational definition of the variable motivation to learn include: 1) persevering in the face of the task; 2) Tenacious in the face of adversity; 3) Show interest; 4) Enjoy working independently; 5) Get bored quickly on routine tasks; 6) Can defend his opinion; 7) It is not easy to let go of what is believed; 8) Happy to search and solve problems and data in the form of student learning outcomes in the form of science subject scores semester 1 grade 4 which is stated in the report card.

Data analysis

Descriptive statistics are used to describe the respondent's perception of student's motivation to study. Inferential statistics are used to determine the effect of motivation learning on student learning outcomes.

RESULTS AND DISCUSSION*Research result*

Student learning motivation is reflected in 8 indicators, namely the duration of the activity; activity frequency; persistence; devotion and sacrifice; fortitude, tenacity and ability; inspiration level; result qualification level; and the direction of the attitude towards the target of the activity (Makmum, 2003). Duration activities, related to how long the ability to use time to do activity. From this indicator it can be understood that motivation will be seen from the ability someone uses his time to do activities. Frequency of activity understood as the frequency with which an activity is carried out in a certain period of time. Persistence is meant as a passion, desire or strong expectation relating to a purpose, plan, ideal or targets, targets and idols to be achieved with the activities carried out. Devotion and sacrifice is the level of sacrifice of energy and thought to complete the task and the level of implementing priorities in completing learning. Learning motivation according to respondents' perceptions are in the fairly high category, as indicated by the average score of respondents' answers of 3.39. Table 1 presents the average score of each indicators that are used as a measure of student learning motivation.

Table 1. The average score of learning motivation

Indicator	Average
Persevere in the face of the task	3,10
Tenacious in the face of adversity	2,33
Show interest	3,27
Happy to work independently	2,27
Get bored quickly on routine tasks	3,10
Can defend his opinion	2,20
It's not easy to let go of what you believe in	2,80
Happy to find and solve problems	2,83
Total Average	2,73

Student learning outcomes use the final grades of even semester III - V subjects Natural Education Sciences (IPA) for the 2020/2021 academic year. Table 2 shows student learning outcomes concentrated in the range of 60-69 as much as 50%.

Table 2. Student Learning Outcomes

Range	Amount Student	Percentage
50 – 59	4	21,36
60 – 69	8	50,00
70 – 79	2	12,32
80 – 89	3	16,32

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	79.288	2.377		33.358	.000
	Motivation	-.279	.123	-.394	-2.271	.031

The results of data processing and statistical testing obtained a significance value (Sig) of 0.031. Thus, the value of Sig. $0.031 < \text{probability } 0.05$ which can be concluded that there is an influence of learning motivation on student learning outcomes.

Discussion

Motivation has several roles, firstly motivation as a psychic mover in a person which will cause a desire to learn and also ensure that the learning process continues for certain goals. Second, motivation provides enthusiasm and also a sense of pleasure in learning which can generate energy for learning

(Palittin, Wolo, & Purwanty, 2019). The word "movere" is taken from Latin which is the origin of the word motivation. It means to move. The word motivation also comes from the word "motive", which means an effort that encourages someone to do something for a specific purpose (Sadirman, 2014). From this explanation, it is explained that the importance of motivation to students with encouragement. Theoretically, student motivation is also one of the factors that influence learning success. If a student is guided by the dimensions of motivation, it will lead to excellent learning outcomes for students (Zamsir, Masi, & Fajrin, 2015). Without sufficient motivation, even adults with exceptional skills cannot achieve long-term goals, and there is no suitable curriculum for good teaching to guarantee student learning outcomes (Ekiz & Kulmetov, 2016). Learning motivation also refers to expectations and values, where expectations indicate that students are able to complete the given task and grades indicate strong student beliefs to succeed in learning (Riconscente, 2014). Thus the increase in motivation has been proven to positively affect student learning outcomes (Taurina, 2015).

Inclusive Education Providing Schools, teachers usually use the Device Learning Planning (RPP) in carrying out learning activities for children with special needs, including mental retardation, but from the results of interviews there are some who not using lesson plans but using the Individual Learning Program (PPI) which have been adjusted in the assessment results. PPI is a learning program based on the needs of each student; student-centered and work with students. PPI implementation is useful training students' life skills is carried out on a scheduled basis, learning is modified in terms of material, media use, and student assessment. The teacher also gives positive and motivational feedback for mentally retarded students (Apriati, 2021). This is an encouragement or form motivation from teachers that can be developed to improve the learning outcomes of mentally retarded students.

CONCLUSION

Based on the results of the study, it can be concluded that there is a relationship between learning motivation with the learning outcomes of 4th grade mentally retarded students in science subjects at the organizing school Inclusive Education. Statistically the significance value (Sig) of 0.031 is smaller than probability 0.05 so that H_0 is rejected and H_1 is accepted.

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