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The Influence of the Brainstorming Learning Model on Students' Learning Motivation in Pancasila Education Lessons in Grade VIII at SMP Pahlawan Nasional.

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ABSTRACT
Study This to study The Influence of Learning Models rainfall opinion (brainstorming) to motivation Study students in the eye Pancasila Education lessons in class VIII.Research purposes this (1) For know motivation Study student on eye lesson Pancasila Education in class VIII(2) For know the influence of learning models rainfall opinion(*brainstorming*) for increase motivation Study students on eye lesson Pancasila Education in class VIII. Method research used in This Study is an experiment with a quasi-experimental design, specifically a nonequivalent control group design, involving two groups: class experiments and control classes. North Sumatra. With a population comprising all private junior high school students, national heroes, and research samples, this Study involves two classes. Technique data collection in research This is observation, questionnaires, and documentation. Then, the data obtained will be analyzed using descriptive analysis, Validity Tests, Reliability Tests, Normality Tests, Homogeneity Tests, and hypothesis tests with the SPSS 25 application. From the independent t-test, it is known that Sig. The value (2-tailed) is 0.000 or < 0.05. This means there is a significant mean difference in motivation between the group class control, conventional learning, and the class experiment using a learning model, as well as the opinion (Brainstorming) study. From the independent t-test, it is known that Sig. The value (2-tailed) is 0.000 or < 0.05. This means there is a significant difference in motivation between the group class control, conventional learning, and the class experiment using a learning model, as well as the opinion of rainfall (Brainstorming).

Keywords: *Brainstorming, Learning* Model, Motivation Study

INTRODUCTION

The learning model is an arrangement of construction that involves the logic the teacher uses when teaching and can give meaning to learning for the participant. The model plays a crucial role in forming an understanding of supplies and educating participants in the Study, as well as providing facilities to develop the skills needed in daily life. Along with the development of science and technology, learning models are also evolving significantly (Siagian et al., 2023). Low motivation is caused by several reasons, including a lack of ability to concentrate, monotonous learning methods, some physical conditions that are not conducive to health, and a non-polluting environment, as well as a high feeling of laziness to Study (Batubara et al., 2024).

Motivation is one of the most important things taught to students because everything starts from within ourselves. As teachers, we must be capable of creating and growing a good atmosphere for students to motivate themselves to study well. In context, this is the success of the world of education influenced by the thoughts and actions of students in solving problems and studying. Students will be encouraged to participate actively during the learning process when they feel comfortable and motivated in an environment that is interesting and engaging. The Pancasila Education

subject is one of the most important lessons to be mastered by students; therefore, learning in this subject must be implemented in the most effective way possible. This is where the role of teachers in improving student motivation during learning comes into play. Improving and instilling motivation can be learned from the teacher. Because the most important element during the learning process after the student is a teacher.

Teachers' ability to develop and implement various learning strategies becomes a crucial aspect in creating a dynamic and fun learning atmosphere. Through creativity, teachers can present innovative and adaptive learning models tailored to students' needs, fostering motivation to study and increasing active participation in class activities.

The use of learning models in the learning process, such as brainstorming, teaches students to think critically. This approach allows them to explore their cognitive abilities. *Brainstorming* is very effective in increasing activity, which generates ideas for results—such as study students. More and more Lot students are digging for potential themselves, and things are naturally in line with the mandate of the 1945 UUD in a nation's life.

Learning model *brainstorming*, also known as rainfall opinion, is applied in Pancasila Education lessons to make the learning process more engaging and less monotonous. Approach this to help reduce saturation and encourage students to learn, put forward ideas, and practice critical thinking to choose the most appropriate solution. (Nurgayah , 2011). Learning model rainfall this opinion (brainstorming) Appropriate For used For increase motivation learning in students. Model learning, in its implementation, requires sufficient time. In this model, every student can share ideas and opinions without fear of reproach from their peers. In the learning model, students are encouraged to share their opinions on rainfall, allowing each to contribute their perspective on solving a problem. Every student has a unique viewpoint to offer. The existence and implementation of appropriate learning methods and media are expected to create a compelling and engaging learning process and teaching (Jamaludin et al., 2023).

METHOD

In conducting experimental research, particularly quasi-experimental designs, specific methodologies must be employed to effectively examine the impact of interventions on various groups. An experimental research study is a deliberate approach whereby researchers implement targeted treatments or interventions to evaluate their effects on subjects. This is crucial for identifying causal relationships and outcomes resulting from specific treatments (Wing et al., 2018; Wang et al., 2020; Corbí et al., 2018). In the current Study, the quasi-experimental method is utilized, specifically with a nonequivalent control group design, where groups are neither randomly assigned nor strictly equivalent. Instead, participants are placed into an experimental group and a control group based on predefined criteria, fostering flexible yet systematic comparison (Febrianita & Fitri, 2020); (Veronese et al., 2020; Kenny, 2019; .

The effectiveness of this approach rests on several statistical analyses applied throughout the Study. Commonly employed techniques include descriptive analysis, normality tests, homogeneity tests, and hypothesis tests, enabling researchers to draw meaningful conclusions from their data (Veronese et al., 2020; Kenny, 2019; Orkibi &

Feniger-Schaal, 2019). Specifically, homogeneity tests help ensure that the variances in the groups being compared are similar, while normality tests assess the distribution of the data sets (Ratnasari et al., 2020; Sugiarti et al., 2020). Moreover, hypothesis testing focuses on determining whether the observed effects can be attributed to the specific interventions applied to the experimental group, thereby validating or rejecting the research hypothesis (Utami et al., 2020; Gharibi & Arulappan, 2020).

When assessing the impact of the intervention, it is crucial to consider the potential biases that may arise from the lack of randomization in quasi-experimental designs. Researchers often employ statistical techniques, such as propensity score matching, to approximate randomization and address these biases (Watts et al., 2020; Fitriani et al., 2020). This involves calculating propensity scores for participants based on their baseline characteristics, which helps to create a more balanced comparison between groups. Additionally, statistical models like difference-in-differences can estimate treatment effects while accounting for unobserved confounders (Hamid et al., 2019; Wallin & Wiberg, 2019; King & Nielsen, 2019). Thus, the integration of robust analysis methods not only strengthens the validity of the research findings but also enhances the interpretability of results derived from nonequivalent control group designs (Wing et al., 2018; Suh et al., 2020; Sembiring & Hastuti, 2020).

In conclusion, when conducting research using quasi-experimental methods, it is essential to employ specific designs and analyses that rigorously evaluate the efficacy of interventions. The choice of a nonequivalent control group design, enhanced by systematic statistical evaluation methods, enables the researcher to derive valid insights regarding the effects of deliberate interventions on targeted populations (Veronese et al., 2020; Gharibi & Arulappan, 2020; Braga et al., 2019). This methodology offers significant contributions to fields such as public health, education, and social science, where randomization is often impractical, yet the need for causal inference remains critical (Watts et al., 2020; Ula et al., 2020; Umeyama & Imahori, 2019).

RESULTS AND DISCUSSION

Results

Table 1 Average score questionnaire class control and class experiment

	N	Minimum	Maximum	Mean	Std. Deviation
control	26	77	94	84.38	4.392
experiment	26	103	123	112.50	4,769
Valid N (listwise)	26				

Based on the results above, it can be concluded that there is an average difference between the scores of the questionnaire motivation study in class control (class 8.3) and the class experiment (class 8.4) that uses learning models, such as rainfall opinion (brainstorming). The second class has the same students; in class 8.3, there are 26 students, and in class 8.4, there are also 26 students. In the class control, the score maximum questionnaire was 94, and the minimum score was 77; in the class experiment, the score maximum questionnaire was 123, and the minimum score was 103

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Normality Test Results

Tests of Normality

		Kolmogorov-Smirnov [a]			Shapiro Wilk		
	Group	Statistics	df	Sig.	Statistics	df	Sig.
Results	Experimental Class	.157	26	.098	.976	26	.778
	Control Class	.119	26	.200 *	.969	26	.602

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table output results for the significance value on the Questionnaire motivation Study, own Sig. A value of 0.778 and 0.602, or above 0.05, means the data is normally distributed; therefore, the paired sample t-test can be used. The sampling decision in the Shapiro-Wilk normality test, according to basic data theory, will be considered normally distributed if the Sig value is more than 0.05 (Sugiyono, 2019). If seen from the Shapiro-Wilk normality test results, the displayed values are significant (sig value) for class 8.3 as the class control, which uses the conventional learning method of 602, and for class 8.4 as the class experiments that use learning models for rainfall opinion *(Brainstorming)* of 778. Because the Sig value for the class was greater than 0.05, based on the criteria, a decision was taken. In the Shapiro-Wilk normality test above, it can be concluded that the questionnaire data from the second class of Pancasila education are normally distributed.

Table 3 Results of the Homogeneity Test

Tests of Homogeneity of Variances

		Levene Statistics	df1	df2	Sig.
Results	Based on Mean	.154	1	50	.696
	Based on Median	.056	1	50	.813
	Based on the Median and with adjusted df	.056	1	49.104	.813
	Based on trimmed mean	.144	1	50	.706

Based on the data in the table, it can be seen that the mean is significant—the value of 0.696 is already greater than 0.05. Then, we can conclude that the data variance is already homogeneous. Therefore, that which is one of the conditions from the independent sample t-test is already fulfilled.

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Hypothesis Test Results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Results	Equal variances assumed	0.394	0.533	22,568	49	0.000	28.42	1.25928	25.88938	30.95062
	Equal variances are not assumed.			22,626	48,621	0.000	28.42	1.25606	25.89536	30.94464

Table 4.7 Hypothesis Test Results

Based on the hypothesis test results, motivation to learn above can be seen in Levene's Test for Equality of Variances column, which tests for similarity variance between the second group. If the value of Levene's test significance is smaller than 0.05 (P < 0.05), then Levene's test is significant, indicating a variance difference between the two groups. On the other hand, if it is marked as significant at a level of 0.05 (P > 0.05), then it can be interpreted that the variance from the second group is the same or there is no significant difference. The function of Mark Levene's test is for direct researchers to see the t-value. If Mark Levene's test significance is minor (p < 0.05), then the researcher sees the t-value in the second row (Equal Variances not assumed). On the other hand, if the t-value is not significant or more significant than 0.05, then the researcher sees the t-value in the first row (Equal Variances assumed).

Based on the table, it can be observed that Levene's test significance value is 0.052, which is greater than 0.05. Therefore, it can be concluded that the variance between the two groups is homogeneous. So that the independent t-test can be taken decision in the equal variances assumed column.From table on known Sig. value (2-tailed) is 0.000 or < 0.05. This means there is significant mean difference motivation study between group class control use learning conventional and class experiment using a learning model rainfall opinion *(Braystorming)* .

With That as for hypothesis in Study This can outlined as following H_a accepted and H_o rejected so with That There is influence of learning models rainfall opinion *(Brainstorming)* to motivation Study student 8th grade of private junior high school National Hero .

Discussion

Learning model rainfall opinion (Brainstorming) is method applied learning in group whose members own background behind different knowledge and experiences . This model used For gather various questions , ideas, and various opinions and answers as effort look for solution best to a problem [5.] Learning model This make learning more

involving students and not only focused on teachers only so that student can more free in to give meaning to learning .

Brainstorming model learning model as effort For gather opinion about the ideas presented by all member group in a way individual and in group . This model create ideas from various opinion or participants (or each other support) and various idea (or each other contradictory), method This can make discussion between participant .

Motivation Study refers to the internal drive that one has student For do activity learning . As factor dynamic psychology , motivation Study hold role crucial in the learning process teaching , so teachers need apply various strategies for maintain and develop it . Not infrequently , achievement academic low students No due to lack of ability , but rather more often originate from the decline level motivation Study they [6] .

Motivation play a role as the mover in effort to achieve achievement , because every actions taken individual must based on a strong will as well as directed towards the desired target achieved . With existence motivation , students capable sort and prioritize effective actions For reach objective study it [7] .

According to Dimyati & Mudjiono (2015) a number of influencing elements motivation learning , including :

1. Ambition or aspiration student
2. Ability student
3. Student conditions
4. Environmental conditions student
5. Elements dynamic in learning and studying
6. Teachers' efforts in to learn student

Regarding learning models rainfall opinion *(brainstorming)* show that with the existence of a learning model this is inside class can increase motivation Study Student.Model learning rainfall opinion *(brainstorming)* has influence positive inside class because of the learning model This build interaction between teachers and students , in the learning model This student No only centered to the teacher but student can open his mind with accepted idea from fellow human beings , things This can increase motivation learning from students moment learning ongoing .

Study This own difference from studies previously because in the research This the focus is on How influence of learning models rainfall opinion *(Brainstorming)* to motivation learning Pancasila Education for students. Research This based on Herzberg's theory , says that those who are included as factor motivational among others are work a person , success achieved , opportunity grow , progress in career , and recognition from others.Model learning rainfall opinion *(Brainstorming)* in a way direct can influence motivation Study through Every idea generated and accepted in session *brainstorming* , as small as whatever , can felt as A success . The process of producing solution together and see contribution self valued can increase the sense of accomplishment.Model *brainstorming* give *platform* for student For share ideas and get confession from Friend classmates and teachers. When their ideas accepted , appreciated , or even become base For the chosen solution , this give encouragement significant motivation .

With the train to put forward their opinions inside class, students manage their emotions and realise that they have the ability to display it in a social environment. They become Certain that self they own skills that can reliable, and confidence This

become base important in build trust self [9]. There is interaction between students inside class make student more motivated For learning , learning model rainfall opinion *(brainstorming)* implemented in a way group and makes the interaction between students and friends in his class that makes students more motivated to Study .

Impact positive that can felt by students in the learning model rainfall opinion *(brainstorming)* student feel appreciated on the opinion he gave Because the ideas given are accepted and not accepted can denied by his group , this the is matter positive that can influence motivation Study students.Impact positive that can felt also, students can Study value other people's opinions where matter the can be carried in life everyday that forms character Good in self students . Use of learning models rainfall opinion *(brainstorming)* proven give influence on Pancasila Education learning in private junior high schools National Hero .

Implementation of the learning model rainfall opinion (*brainstorming)* at the beginning with to form student become a number of groups of 4-5 students in every his group matter This aiming For increase collaboration between students.students guided For to discuss the problem given , every his group get different discussions that will be discussed . Developing and Presenting results discussion in form discussion or presentation with give room to every group in convey his opinion For hone courage participant educate . Analysis and evaluation of the process of results discussion breakdown case that is For help student Study in settlement problem in accordance method think individually and listen opinion One each other.

When learning using bulk model opinion *(Brainstorming)* in class experiment student more enthusiastic in learning.students interested For Study Because using the previous model No Once done inside class , during the learning process in progress student active in give his opinion related the given problem For discussed with Friend his group. Students give their best ideas , students capable For conclude and present it in front of class with good.On the other hand, students more conducive inside class and discuss related to ideas and concepts that will they discuss.model learning rainfall opinion *(Brainstorming)* increase motivation Study student Because student seen active in class and active ask to the relevant teacher the discussion given .

In class control that uses technique conventional like lectures and giving task notes researcher observe student tend silent and not follow directions from teacher.student looks fed up with resulting learning student choose For play and tell stories with Friend next to it.On class control looks only part from those who carry out directions from the eye teacher lesson For to summarize from textbook . Things that is what causes atmosphere lack of learning interesting and interactive students are very minimal because lack of learning varies and tends to monotonous .

In the findings listed can seen difference significant between class experiments and classes control.class the original experiment passive and monotonous , after learning model is carried out rainfall opinion *(Brainstorming)* looks more active and students are very enthusiastic discuss with the group that was formed For give opinion each of them in the given problem to be discussed.Model learning rainfall opinion *(Brainstorming)* can make student value other people's opinions and giving chance For student to put forward his opinion . Not only That student get chance For control class with method student given chance For express himself with give opinion as well as communicate and discuss between fellow group For create Attitude each other appreciate and accept other people's opinions in settlement problems found as

solution in breakdown problem.Model learning This increase motivation learning from students , originally student passive in class and tend boring after using a learning model student enthusiastic and more active in to express his opinion. On class control of learning Still centered on the teacher explaining and providing task to summarize material make student tend bored and lazy in carry out learning . This is what causes learning No can accepted with both by participants educate

CONCLUSION

Learning model rainfall opinion *(Brainstorming)* own influence to motivation Study students in the eye Pancasila Education lessons in class VIII of private junior high schools Hero National.Thing This proven from the independent t test it is known Sig. value (2-tailed) is 0.000 or < 0.05. This means there is significant mean difference motivation study between group class control use learning conventional and class experiment using a learning model rainfall opinion *(Braistorming)* . At the time learning using the bulk model opinion *(Brainstorming)* in class experiment student more enthusiastic in learning . Students give their best ideas , students capable For conclude and present it in front of class with good.On the other hand, students more conducive inside class and discuss related to ideas and concepts that will they discuss . In class control of learning Still centered on the teacher explaining and providing task to summarize material make student tend bored and lazy in carry out learning . This is what causes learning No can accepted with both by participants educate.With it is a learning model rainfall opinion *(Braising)* proven effective For increase motivation Study students in the eye Pancasila Education lessons .

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