

THE ROLE OF CIVIC ENGAGEMENT IN INCREASING LEARNING MOTIVATION OF COASTAL CHILDREN

Lathifah Sandra Devi ¹, Ujang Jamaludin ¹, Dinar Sugiana Fitrayadi ¹

¹Civic Education and Sultan Ageng Tirtayasa University

Corresponding Author E-mail Address: lathifahsandradevi@gmail.com

Abstract: Community involvement in participation as a manifestation of a sense of awareness and a desire to contribute will shape an activity that can influence and lead to change. The Maritime Children's School Community is a forum for residents to participate in an activity to increase learning motivation for coastal children. The research objective was to determine the role of civic engagement in increasing learning motivation for coastal children. This research was conducted at the Bahari Children's School, commonly known as SAB, with 8 community members as teachers and 12 coastal children with 6 boys and 6 girls and 6 to 14 years of age. This research is located in Tanjung Kait Village, Mauk District, and Tangerang Regency using a qualitative approach. Data collection was collected through interviews, documentation studies, and observations by analyzing data using the Miles and Huberman model. The results of the study state that the role of community involvement in the learning process through extrinsic motivation in the form of providing learning materials, appreciation for coastal children, a good and conducive learning environment by providing appropriate facilities and infrastructure, and interesting learning activities by learning while playing creates a learning atmosphere that is innovative. Intrinsic motivation within the child can be given a stimulus in the form of support, enthusiasm and advice from the cave community to increase learning motivation. The conclusion of this study states that there is an increase in learning motivation for coastal children due to the role of community involvement, namely as a teacher in maritime children's schools who provide extrinsic and intrinsic encouragement. Suggestions from this research are that there is collaboration between the government and the community in increasing learning motivation for coastal children, adding study hours or meetings and disseminating information about the Bahari Children's School in order to increase community participation.

Keywords: Civic engagement, motivation to learn, coastal children.

1. INTRODUCTION

Education in Indonesia is the right of every citizen, as written in the state constitution, namely the 1945 Constitution in Article 31 paragraph 1, namely: "Every citizen has the right to education". Education in Indonesia can be pursued in 3 ways, namely formal, non-formal and informal education (Representatives, 2016). Formal education was created under the auspices of official institutions under the auspices of the government, non-formal education

in the form of education outside formal education can be carried out in a structured and tiered manner such as tutoring and religious schools and informal education is education that lives under the scope of the family and society.

Non-formal education can be done anywhere. Like what the Bahari Children School community does, it is called SAB. Bahari Children School is a community in the social and education sector with members of the youth community in Tangerang Regency, centered on the coast of Tantung Kait, the target is coastal children. The maritime children's school is active on weekends, namely on Sunday mornings. Initially the establishment of this community was based on the attention of a young man from Tangerang named Bagus Muhamad Rizal (dignity, 2017). In addition, there are several factors such as economic factors that make coastal children less enthusiastic in learning. In addition to facilities and economic factors, Tangerang Regency also has a low level of education, with a population of 3.48 million people, the level of education in the regency is still low (Romli, 2017).

From a low level of education, a sense of enthusiasm for learning will also arise. So, we need help from community participation who join the social and educational community which aims to increase learning motivation for coastal children. Basically, motivation can be categorized as intrinsic motivation, extrinsic motivation and motivation. Moreover, there are several theories that can be implemented, especially in the realm of education. They are intrinsic and extrinsic motivation theories. Intrinsic motivation describes an activity that is carried out only for one's own satisfaction without external anticipation. Challenge, curiosity, control and fantasy are key factors in triggering intrinsic motivation. In education it takes a lot of willingness and positive attitude to support motivation. In addition, it states that intrinsic motivation and academic achievement are related significant and positive (Gopalan, Abu Bakar, Zulkifli, Alwi, & Mat, 2017).

Intrinsic motivation directs a person to participate in academic activities only to experience pleasure, challenge and uniqueness without external pressure or coercion rather than expecting external rewards, rewards or under coercion or attitudinal pressure in learning is considered prominent and influences academic achievement. In contrast, extrinsic motivation describes external activities such as rewards, coercion and punishment. An individual is extrinsically motivated when they receive an award or are under pressure or coercion. Motivation can be fostered extrinsically at an early stage and transformed as intrinsic motivation in the learning process along with deepening (Tohidi & Jabbari, 2011).

Extrinsic and intrinsic motivation is given to encourage coastal children to foster a higher enthusiasm for learning. A coastal child is a child who is born and lives on the edge of the sea. Coastal children are usually more focused on helping their parents to find fish, this is one that shows the low education on the coast.

As a result of the low level of education, youth participation has emerged to assist in improving the quality of education in Tangerang Regency, namely the existence of the Children's Bahari School, empowers the community to participate in this activity. The community involved is from students who live in the City or Regency of Tangerang, both boys and girls. The existing activities are in the form of non-formal learning activities, culture and nationalism, nautical and religious activities. Community participation is needed because the community teaches coastal children. The purpose of this research is how much role is given by community participation in increasing the learning motivation of coastal children at

Tanjung Kait beach, Tanjung Anom Village, Mauk District, Tangerang Regency, and Banten Province, Indonesia.

2. METHODS

This type of research focuses on community activities that aim to increase learning motivation for coastal children, this research was conducted in Tanjung Kait Village, RT 001, RW 001, Tanjung Anom Village, Mauk District, and Tangerang Regency.



Figure 1 <https://goo.gl/maps/L8Z45nmcmTbW2Ti28>

The research was conducted for 4 months, starting from January 2019 to April 2019. With 8 community informants as teachers and 12 coastal children with 6 boys and 6 girls and ages ranging from 6 to 14 years. The approach used is a qualitative approach with descriptive analysis method. In data collection techniques by observation, interviews and documentation. Observations are carried out by observing active learning activities with coastal children carried out by the community as teachers, in-depth interviews with participating communities and coastal children and documentation is photos of learning activities and data and school administration. The collected data is then analyzed using the interactive analysis model by Miles and Huberman which divides the analysis activity into several parts, namely: data collection, data presentation, data reduction and drawing conclusions or data verification. The following shows a picture of the "Analysis Interactive" model (Miles, Huberman, & Saldana, 2014):

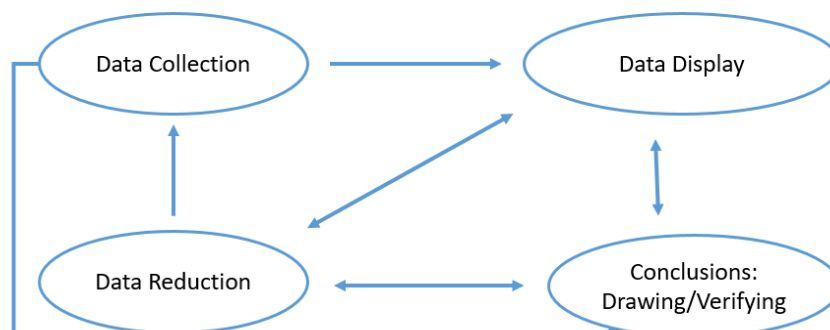


Figure 2 Analysis Interactive Model (Miles, Huberman, & Saldana, 2014)

The figure above is the stage in the data analysis carried out by researchers in this study, whose explanation is as follows:

2. 1 Data collection

Data collection was obtained from informants, namely people who participate as teachers and coastal children who are carried out by interview, observation, and documentation techniques. The data obtained were in the form of interviews with coastal communities and children, photo observations, learning activities and several documents belonging to the Bahari Children's School, then the data in the form of verbal interviews were changed to written form.

In research that will be conducted by researchers, the data will be grouped into 2, namely primary data and secondary data. Primary data is data obtained or results from a collection of research in the field. Secondary data is data obtained or obtained from existing data or existing sources, in the form of reports, journals, previous research and books.

2. 2. Data Reduction

Data reduction is done to clarify the data obtained and facilitate research in collecting data. Data reduction means summarizing, selecting main points, focusing on things that are important to find themes and patterns. The steps in reducing data are divided into 3, namely: The process of selecting data based on the level of relevance and the relationship of each data group, arranging data in similar units and coding the data according to the research work grid.

2. 3. Presentation of Data

Data presentation can be done in the form of tables, diagrams, graphs and the like. By presenting the data, the data is arranged, and the relationship patterns are arranged so that it is easier to understand. In qualitative research, data presentation can be done in the form of brief descriptions, charts, and relationships between categories. In this case Miles and Huberman (1994) stating "The most frequently displayed data for qualitative research data in the past is narrative text", meaning that the most frequently used to present data in

qualitative research is narrative text. According to the opinion of Miles and Huberman (1994), strengthening the presentation of data in qualitative research often uses narrative text and is facilitated by using diagrams, graphs and the like.

2. 4. Conclusion Withdrawals

The conclusions in qualitative research are new findings that have never existed before. These findings can be in the form of descriptions or descriptions of an object that was previously still dim, so that after being examined it will become clear, it can be in the form of causal or interactive relationships, hypotheses or theories. Conclusions were drawn after presenting the data from the activities and linking the research questions with the data obtained in the field.

In qualitative research the results of research are often doubted because they do not meet the validity and reliability requirements, therefore there are ways to obtain a level of confidence that can be used to meet the criteria for credibility (internal validity). Ways that can be done to ensure the reliability of the research results, including; "Extend the observation period, increase persistence, triangulation, use reference materials, and member checks". Following this, checking the validity of the data used by researchers, namely: triangulation and use of reference materials.

1. Triangulation

Triangulation is a technique of checking the validity of data that utilizes things other than data for examination or comparison purposes. Thus the researchers used the triangulation of sources and techniques (Moleong, 2017).

a. Triangulation of sources

Source triangulation to test data creativity is done by checking data that has been obtained through several data sources such as documents, archives, interviews, and observations.

b. Technical Triangulation

Technique triangulation to test creativity is done by checking data from the same source with different techniques. In this study the interview method was supported by the observation method at the time the interview was conducted.

2. Use of Reference Materials

The use of reference material as a supporting reference to prove the data that has been collected by the researcher. Data recording aids in qualitative research such as cameras, recording devices and data about human interaction with images of a situation need to be supported by photographs to support the creativity of the data that researchers have found.

3. RESULTS AND DISCUSSION

3.1. Results

Based on the results of interviews with 8 informants, people who are active in the Bahari Children School community, commonly called SAB, are as teachers and 12 coastal children with the results of the learning process, namely non-formal education because learning is only carried out every Sunday or once a week. People who are active in this school function as volunteers who also work as teachers. Learning activities are the same as in formal schools such as perception, process, closure and evaluation of learning. Learning devices also have characteristics such as a learning curriculum that is full of nautical, religious and general subjects such as in formal schools. Adequate facilities and infrastructure make teachers even more enthusiastic.

The role of the community who actively involves themselves as volunteers at the Bahari Children School is very much needed by coastal children. Due to initial problems, the lack of education in Tangerang Regency, especially in coastal areas. The involvement of residents in helping to increase the learning motivation of coastal children is certainly very helpful for coastal children. The role or activities carried out by residents at the Maritime Children's School are to provide motivation in the form of intrinsic and extrinsic in order to stimulate or encourage the spirit of learning of coastal children. Extrinsic motivation by teachers such as giving awards or gifts to coastal children, namely as a form of appreciation, providing a safe and comfortable learning environment for students as well as interesting teaching and learning activities involving children's activities with the STC (Student Centered Learning) approach. Intrinsic motivation given by the teacher is to provide encouragement by describing the ideals that coastal children want to achieve and fostering a desire to continue learning. Other community activities mingle not only with coastal children but also with the surrounding community and establishing good relationships with local elders. Intrinsic motivation given by the teacher is to provide enthusiasm by describing the aspirations of coastal children and fostering a desire to continue learning.

In the observations in the research, there were also some obstacles that were found by residents who were actively participating in the activities of the Bahari Children School, such as travel access which was quite far from the city of Tangerang or where they lived, weekend activities sometimes collided with other activities and were hampered by adequate infrastructure.

3.2. Discussion

The learning process is a process in which there is a two-way interaction activity between teachers and students which results in reciprocal communication. Learning objectives are behavior that students want to achieve or that can be done by students at certain conditions and levels of competence. The existence of learning objectives to change student behavior for the better than before (Uno, 2017).

The results obtained in the design of material that occur in the field are planned 1 week before learning is prepared more thoroughly, in the preparation of the material, of course, it is determined in accordance with the existing curriculum or guided by the curriculum and learning media. Which supports compatibility with the material.

According to observations and interviews the planning process was carried out in very different ways from formal schools. In Bahari Children School in planning it is sufficient to make an overview of the material to be delivered using the required media. Planning is adjusted to the applicable curriculum so that it does not leave the context of learning. The curriculum that applies at the Bahari Children's School is in accordance with its name regarding marine life or marine life so that coastal children know about their environment and this is balanced with general learning in formal schools. In planning learning, it can increase learning motivation by using interesting learning descriptions, by designing or compiling pearl sentences that will be given to coastal children so that they can provide stimulation and encouragement to children to be more enthusiastic in learning and continuing education. Furthermore, in learning motivation or encouragement is needed, Maslow's theory which is known as the "hierarchy of needs" will identify the needs that need to be possessed by students (Minderop, 2011).



Figure 3. Maslow's Hierarchy of Needs

The results of the interview about the learning process in increasing learning motivation carried out by residents by learning by playing by providing supporting media, for example the aspirations of the participants to provide supporting media in the form of cardboard, origami paper, paper glue, scissors and markers. Furthermore, coastal children are directed to make any pattern according to their preferences after the pattern is completed, so that the child must write down the desired goals. Then the participants put the cardboard on the classroom wall, then the coastal children were asked to paste the written pattern. Coastal children are asked to attach by jumping, from the jump it appears that children who have a strong determination to eat the pattern will be stuck on the top cardboard.

The type of evaluation that is in accordance with the evaluation activities at the Bahari Children School is type of formative evaluation, namely evaluation is carried out at the end of each discussion of a subject. The main objective is to determine the extent to which the learning process has gone according to plan. Examples are made after discussion of each chapter or KD (basic competence). As Winkel said, formative evaluation is the use of tests during the ongoing learning process, so that students and teachers get information (feedback) about the progress that has been achieved (Aunurrahman, 2016).

In accordance with the theory above, the closure and evaluation process at Bahari Children School shows that the teacher never gives homework or homework and no daily tests, which are used only to ask questions at the end of each lesson which serve as reminders and repeat learning outcomes.

The closing process that the researchers observed from observations and interviews conducted at Bahari Children School did not use tests or homework, based on the results of interviews with one of the participants if given homework or tests the child did not want to come again. So far, the children who brought homework from school asked the residents who participated and finished school homework at the SAB. The Bahari Children School activity is a community volunteer activity to devote oneself to increasing learning motivation higher in line with the vision and mission of SAB. Illustrating the importance of civic engagement in building community engagement as described in the figure below (White, 2012):

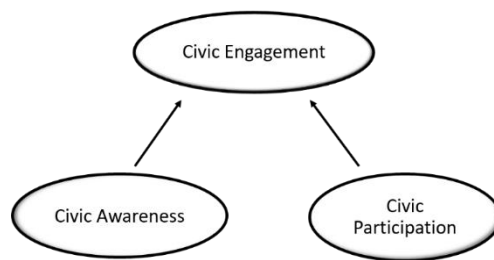


Figure 4 The importance of community involvement in building citizen engagement

Community involvement in increasing learning motivation is needed for coastal children. The existence of awareness from the community and participation to participate in the community will create a balanced community involvement. There are several indicators of learning motivation. There are two types of learning motivation that can be categorized as indicators of student learning motivation (Uno, 2017):

a. Intrinsic motivation

Intrinsic motivation is a condition that arises from within a student that can encourage him to take learning actions. The motives include:

- 1) Desire and desire for success
- 2) Encourage learning needs
- 3) Hope for ideals

b. Extrinsic Motivation

Extrinsic motivation is a condition that comes from outside the learner, which encourages learning to act. The motives include:

- 1) There are awards
- 2) A conducive learning environment
- 3) Interesting learning activities

The results of community interviews as a teacher at the Bahari Children School in increasing the learning motivation of coastal children, which are applied in learning to increase the learning motivation of coastal children. Activities carried out in increasing learning motivation in the form of extrinsic motivation are giving rewards in the form of

material and moral material with praise. A good and conducive learning environment by providing adequate facilities and infrastructure, as well as interesting learning activities by learning while playing to create an innovative learning atmosphere.

From the results of the interviews in the study, it was found that the obstacles faced by people who were active in the community were the distance between the house and the Children's Bahari School, the learning time for the Children's Bahari School was only on Sundays and the presence of teachers who came was uncertain. Meanwhile, barriers to community involvement Increase in children's learning motivation, namely children who are lazy to learn, lazy children come to the Bahari Children's School learning location, and the condition of children is not conducive and does not read books.

4. CONCLUSION

Based on the results of research related to the role of civic engagement in increasing the learning motivation of coastal children at the Children's Bahari School located in Tanjung Kait Village, Mauk District, and Tangerang Regency. The learning process is carried out to increase the learning motivation of coastal children by carrying out three stages in learning, namely planning, learning and closing or evaluation. In learning planning, it does not use formal lesson plans, only making existing materials. Of course, guided by the marine school curriculum with innovative planning in the form of planning words of wisdom so that children feel excited. The learning process is conveyed by learning while playing so that it is not too tense in learning which is supported by innovative media and methods. The closing or evaluation process also does not include homework and repetition is only at the end of the lesson and by providing inspirational stories of Indonesian figures, children will become obsessed with these characters. The role of the community in increasing the learning motivation of coastal children who voluntarily devote themselves based on conscience, one goal, the same awareness of the surrounding environment and participate in increasing the learning motivation of coastal children. In the learning carried out by the community as teachers at the Children's Bahari School which provides extrinsic motivation to increase the learning motivation of coastal children. Apart from being extrinsic, the teacher also provides advice and encouragement to coastal children so that they can respond to the encouragement given. Furthermore, the obstacles experienced in increasing the learning motivation of coastal children are such as the long distance to the Bahari Children School. In addition, the learning activities carried out every Sunday disrupt personal activities and the arrival of unpredictable instructors, this is very crucial because people are the teachers. The obstacles experienced by teachers to increase learning motivation are children who are lazy to learn, children who are lazy to come to the Bahari Children School, the condition of the children is not conducive and lacks references to reading books. Suggestions that are expected from this research are asking for cooperation from the Tangerang District Education Office to pay more attention to education in coastal areas, to establish communication with the Regional Library Service to submit reading books and teachers must also establish good communication so as not to experience misunderstandings.

ACKNOWLEDGMENT

Thanks to parents who have provided moral and material support to researchers, to the principal of the maritime children school, volunteers and students who have helped in completing this research well and all who have participated in this research that cannot be named one by one.

REFERENCES

- Aunurrahman. (2016). *Study and Study*. Bandung: Alfabeta.
- Dignity, I. o. (2017). *www.harkatnegeri.org*. Retrieved from Working of the State through the school for kids: www.harkatnegeri.org/inspiration/sosok/122-berbuat-untuk-negeri-melewat-sekolah-anak-bahari.html
- Gopalan, V., Abu Bakar, J. A., Zulkifli, A. N., Alwi, A., & Mat, R. C. (2017). A Review of the Motivation Theories in Learning. *AIP Conference Proceedings* (pp. 1-8). Malaysia: AIP Publishing.
- Miles, Huberman, & Saldana. (2014). *Qualitative Data Analysis, A Methods*. USA: Sage Publications.
- Minderop, A. (2011). *Literacy Psychology: Literary works, Methods and Case Example*. Jakarta: Pustaka Obor Indonesia Foundation.
- Moleong, L. J. (2017). *Qualitative Research Methodology*. Bandung: PT Remaja Rosdakarya.
- Representatives, I. H. (2016). *The 1945 Constitutions of the Republic of Indonesia*. Retrieved from www.dpr.go.id: www.dpr.go.id/jdih/uu1945
- Romli, M. (2017, Desember 22). *www.tangerangnews.com*. Retrieved from The Level of Education in Tangerang Regency is Still Low: www.tangerangnews.com/kabupaten-tangerang/read/22442/Tingkat-pendidikan-di-Kabupaten-Tangerang-masih-Rendah
- Tohidi, H., & Jabbari, M. M. (2011). The Effects of Motivation in Education. *Procedia Social and Behavioral Sciences*, 1-5.
- Uno, H. B. (2017). *Theory of Motivation and Shaving*. Jakarta: Earth Literacy.
- White, C. (2012). *Democratic Engagement*. Jakarta: Dirjen Dikti.