

EFFORTS TO INCREASE MOTIVATION FOR PKN LEARNING IN HUMAN RIGHTS MATERIAL USING THE DEBATE MODEL OF CLASS XI STUDENTS MAS TAHFIDZ ROKAN HULU

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ARTICLE INFO

Keywords:

Keyword 1; Learning
Motivation
Keyword 2; Citizenship
Education
Keyword 3; Human Right
Keyword 4; Student Debate
Model
Keyword 5; Classrom
Action
Research

Article history:

Received 2024-07-23
Revised 2025-06-12
Accepted 2025-06-28

ABSTRACT

This research aims to increase learning motivation for Citizenship Education (PKN) on Human Rights (HAM) material in class XI MAS Tahfidz Rokan Hulu through the application of the student debate model. Using the Classroom Action Research (PTK) approach in two cycles, this research involved 34 students as research subjects. Data collection was carried out through taking questionnaires in the pre-cycle, post-test cycle I, and post-test cycle II for quantitative data, while qualitative data was obtained from observations and interviews. The results show that the percentage increase in learning motivation in Cycle I was around 20.26%, while in Cycle II it was around 27.22%. These results show a positive increase from Cycle I to Cycle II in terms of students' learning motivation so that the student debate model succeeded in increasing students' learning motivation significantly. Reflections on the learning process show that the advantages of the debate method can provide space for students to actively participate and the opportunity to express their views on human rights issues. Evaluation of student learning outcomes shows positive improvement. In conclusion, the student debate model is effective in increasing PKN learning motivation in class XI, making a positive contribution to students' understanding of human rights material.

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1. INTRODUCTION

Currently, we often encounter challenges in the world of education which become the main topic of conversation. Education in Indonesia is expected to have quality standards that are able to compete at the international level, while producing citizens who have a strong and consistent commitment to making proud and defending the Unitary State of the Republic of Indonesia through the education sector (Santika, 2020). The important role of education in improving the welfare of Indonesian society is something that cannot be ignored. Education is the key word for advancing and increasing the nation's intelligence. Regarding education, teaching is a combination of two activities, namely teaching activities and learning activities (Wagu & Riko, 2020).

The learning process involves two main parties, namely teachers and students, where teachers are responsible for teaching and students for learning (Abidin, 2019). Teaching means communicating with the aim that individuals or groups can understand the material being taught. According to Anisah & Suntara (2020) learning is understood as a process of changing behavior through interaction between individuals and their surrounding environment, which includes attitudes, skills and knowledge. This concept is in accordance with Law No. 20 of 2003 concerning the National Education System which defines education as a conscious and planned effort to create a learning atmosphere so that students can actively develop their potential in aspects of religious spirituality, self-control, personality, intelligence, noble character and skills. which is needed by the Indonesian people, nation and state (Kaelan, 2004).

According to Sujana (2021), the challenges for the teaching profession in the future are increasingly complex and diverse. A teacher must have the ability and determination to improve his quality in order to overcome various problems in carrying out his duties. Students have a central role in the learning process, where they are not objects, but rather subjects of teaching. The reality of learning that takes place in schools today does not provide opportunities for students to activate themselves and develop critical thinking skills. This causes students to often become objects in the learning process. To facilitate optimal student self-development, both for aggressive and passive students, the teacher's role as a facilitator is very necessary. Teachers must always cultivate and develop a creative attitude in learning (Auliyah, 2022).

According to Rahayu (2007), PKN Pancasila and Citizenship education is a scientific discipline that makes a major contribution to solving the problems of everyday human life. However, the majority of students consider PPKn uninteresting, resulting in low interest in learning and, as a result, achievement of learning outcomes that are not optimal in line with expectations (Santika, 2021). Teachers as educators have a big responsibility in achieving educational goals. One of the essential skills in increasing teacher professionalism is the ability to develop learning methods (Sulastrri, et al, 2023). Teachers need to be able to adapt the chosen learning model according to students' conditions, learning materials and available facilities. Mastering various learning models is important so that the teaching and learning process runs smoothly and educational goals can be achieved.

According to Yulianingsih et al (2019), the learning process does not attract students' attention for two main reasons. First, learning planning by teachers is unable to arouse students' curiosity to investigate problems around their social environment and form personal opinions on these problems. Second, teachers often position themselves as individuals who provide knowledge without playing the role of facilitators who help students learn. In line with this, Sujana explained that it is necessary to vary learning techniques mastered by teachers to create a dynamic and interactive learning atmosphere, as well as support student development during the adolescent phase in accordance with the principles of individual psychology (Sujana, 2021).

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Creative and innovative steps in learning are through the application or selection of appropriate learning methods (Dwantoro & Wu, 2017). One of the learning models proposed to overcome this problem is the debate model. According to Silberman (2009) in Sitohang (2023) debate can be a valuable method for developing students' thinking and reflection, especially if they are expected to take a position that is contrary to their own opinion. Debate can be an effective means of developing students' thinking abilities (Anisah & Suntara, 2020).

The debate method is a learning approach that introduces controversial issues or material that can be debated to students (Mawarni & Sumardi, 2022). Students were divided into two groups, namely the pro and con groups regarding their views on the issue. This aims to encourage students to develop strong arguments in accordance with the views of their group (Handayani et al, 2020).

The debate method can be considered as a way to open students' minds to other people's points of view and train courage in arguing (Wagu, E. Y., & Riko, R. (2020). According to Sutisnawati & Lyesmaya (2019) in the debate process, every student must understand the interlocutor's point of view, seeking a better understanding, and conveying arguments clearly. Thus, debate is not just a fruitless fight or argument, but is also an opportunity for each student to gain new knowledge and develop critical thinking skills.

Citizenship Education (PKN) has an important role in shaping students' character and personality as good and responsible citizens (Bhughe, 2022). One of the fundamental materials in PKN is Human Rights (HAM) which emphasizes the basic principles of dignity, freedom and justice for every individual. However, in reality, student motivation for PKN learning, especially in human rights material, tends to be low in various schools.

Class Therefore, concrete efforts need to be made to increase student learning motivation, especially on PKN HAM material. The student debate model is considered a learning strategy that can stimulate student interest and motivation. Through this model, students can be actively involved in discussions, arguments, and express their views on human rights issues. Apart from that, the debate model can also help students develop speaking skills, critical thinking, and respect differences of opinion (Maulidah & Setyowati, 2023).

MAS Tahfidz Rokan Hulu as an educational institution oriented towards the holistic development of students has the responsibility to create a supportive learning environment. Therefore, this research was conducted to identify the extent to which the student debate model can increase PKN learning motivation, especially in human rights material, in class XI. Based on this background, it is hoped that this research can contribute to the development of effective and interesting learning strategies to increase student motivation in understanding and increasing motivation to learn PKN.

Formulation of the problem

1. Based on the research background above, the problem formulation in this research is:
2. Can the debate learning method increase motivation for PKN learning regarding forms of human rights violations in class XI MAS TAHFIDZ ROKAN HULU?
3. What factors from debate learning can increase motivation for PKN learning regarding forms of human rights violations in class XI MAS TAHFIDZ ROKAN HULU?

2. METHODS

2.1. Research Design

This research uses a type of classroom action research (PTK) which refers to the research process carried out by researchers in the classroom to increase learning motivation. The classroom action research design applied is based on the model developed by Kemmis and Taggart in (Rahman, 2018). According to Hanifah (2014) this model consists of four stages, namely planning (preparation), action (implementation), observation (monitoring),

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and reflection (evaluation). Each stage has an important role in achieving improvement and development in the context of classroom learning.

2.2. Data Source

The research location is a place that is used as a center for carrying out research. The research location chosen was MAS TAHFIDZ ROKAN HULU. Because the author found problems related to motivation for PPKn learning in human rights material by applying the debate method. In determining research subjects, a purposive sampling technique was used because it was based on the consideration that the informants or respondents needed to provide relevant information were clear. In this context, the research subjects were 34 class XI students at MAS Tahfidz Rokan Hulu.

2.3. Technique of Collecting Data

This research uses two main types of data, namely quantitative data which involves a scale of increasing learning motivation and qualitative data obtained from observations and interviews. The research method applied is qualitative with a Classroom Action Research (PTK) approach, where the focus is to describe conditions in the school environment and the level of motivation of students in participating in debates in PKN subjects. The main data source is class XI students at MAS Tahfidz Rokan Hulu, and data collection techniques involve questionnaires, documentation and observation.

2.4. Technique of Analyzing Data

In this study we calculated the Likert scale from the questionnaire used. According to (Djaali, 2008), the Likert scale is a scale that can be used to measure the attitudes, opinions and perceptions of a person or group of people about an educational symptom or phenomenon. The Likert scale is a self-report technique that is often used for academic research and marketing research. Success in this research will be able to see the extent of the improvement, especially regarding students' learning motivation. It can be seen from the results of the pre-cycle questionnaire, post-test cycle 1 and post-test cycle 2 and observations, if the questionnaire results obtained by students score more than 74 on a scale, then it can be declared successful and will also be seen in terms of the extent of the students' learning motivation. Success criteria: (1) scale score 85–100 = very motivated; (2) scale score 75–84 = motivated; (3) scale score 60–74=quite motivated; (4) scale score 40–59 = less motivated; (5) scale value 0–39 = very less motivated.

Table 1. Criteria for the success of learning motivation using the Likert Scale

Score	Achievement Level	Qualification
5	85-100	Very Motivated
4	75-84	Motivated
3	60-74	Motivated Enough
2	40-59	Less Motivated
1	0-39	Very Unmotivated

3. FINDINGS AND DISCUSSION

3.1 Finding

3.1.1 Student Learning Motivation Scores in Pre-Cycle

To find out whether the use of the debate method increases students' learning motivation in the PKN learning process on human rights material, we

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conducted a pre-test before the action was taken. In the implementation stage, a pre-test was given and showed the following results;

Table 2. Student Learning Motivation Scores in Pre-Cycle

Learning Outcomes	Achievement Level	The Number Student	Qualification
Pra Siklus	85-100	-	Very Motivated
	75-84	-	Motivated
	60-74	11 Person	Motivated Enough
	40-59	23 Person	Less Motivated
	0-39	-	Very Unmotivated

Table 3. Student Learning Motivation Values in Cycle 1

Learning Outcomes	Achievement Level	The Number Student	Qualification
Siklus 1	85-100	-	Very Motivated
	75-84	4	Motivated
	60-74	27 Person	Motivated Enough
	40-59	3 Person	Less Motivated
	0-39	-	Very Unmotivated

In table 3, after implementing the debate method in Cycle I, the average increase in students' learning motivation increased to 66.23 with a percentage increase in learning motivation in Cycle I of around 20.26%. Of the 34 students tested in Cycle I, it can be seen that there were no students who fell into the "Very motivated" category (score 85-100). A total of 4 students (approximately 11.76%) fell into the "Motivated" category (scores 75-84). A total of 27 students (approximately 79.41%) fell into the "Motivated enough" category with scores between 60-74. A total of 3 students (approximately 8.82%) were still in the "Lack of motivation" category with scores between 40-59. There were no students who fell into the "Very low motivation" category (score 0-39).

Even though they have not reached the desired success criteria (score ≥ 75 in the motivated category), there is a significant increase in the level of students' learning motivation after implementing the debate method in Cycle I. A total of 27 students have reached a sufficiently motivated level, and the number of students who motivated increased from 0 to 4 people. This improvement can be used as a positive basis for continuing corrective action. It is hoped that the next cycle evaluation will provide further information about the effectiveness of the debate method in increasing students' learning motivation. Further actions or strategy adjustments can be taken to achieve the desired success criteria.

The observation stage was carried out simultaneously with the action implementation stage to evaluate the suitability of the action implementation with previously prepared plans, as well as to assess the extent of success of the actions in cycle I. At this observation stage, the researcher carried out observations and evaluations of students' learning motivation through debate activities. in the classroom. The class is divided into two groups, where between the two groups there are parties who support and oppose Human Rights.

From the results of observations at the initial meeting, it can be seen that students still have less than optimal levels of learning motivation when using the debate method in class. Even though the students looked happy and enthusiastic about learning, especially because the debate method could divert attention and provide meaningful learning, they were still a little awkward. However, students do not appear to be active in

interacting and asking questions, and are not fully focused on understanding the learning material.

Researchers analyzed the results that occurred during the learning process and evaluated the results of cycle I, then compared them with cycle II. The observation stage was carried out simultaneously with the action implementation stage, with the aim of assessing the suitability of the action implementation with previously prepared plans, as well as evaluating the extent of success of the actions in cycle II.

In the implementation of cycle II, a post-test was given and the results can be seen in table 4 below;

Table 4. Student Learning Motivation Values in Cycle 2

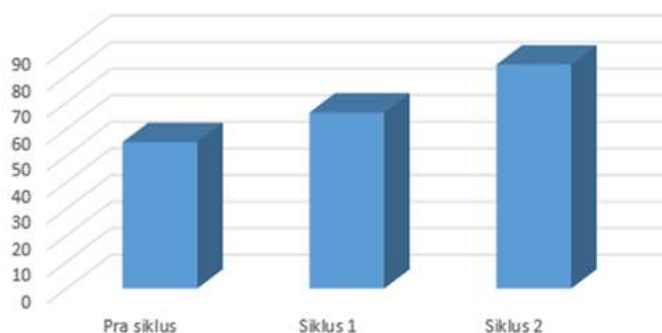
Learning Outcomes	Achievement Level	The Number Student	Qualification
Siklus 1	85-100	19 Person	Very Motivated
	75-84	12 Person	Motivated
	60-74	3 Person	Motivated Enough
	40-59	-	Less Motivated
	0-39	-	Very Unmotivated

In Cycle II, after implementing the debate method and giving a post-test, the average increase in students' learning motivation increased to 84.26 with the percentage increase in learning motivation in Cycle II around 27.22%. Of the 34 students tested in Cycle II, it can be seen in table 4 that 19 students (approximately 55.88%) fell into the "Very motivated" category with scores between 85-100. A total of 12 students (approximately 35.29%) fell into the "Motivated" category with scores between 75-84. A total of 3 students (approximately 8.82%) fell into the "Motivated enough" category with scores between 60-74. There were no students who fell into the "Low motivated" (score 40-59) and "Very less motivated" (score 0-39) categories.

There was a significant increase in the level of students' learning motivation after implementing the debate method in Cycle II. The majority of students reach the highly motivated level, and the majority of students reach the motivated level. The results which recorded an increase in highly motivated students in Cycle II showed success

corrective actions that have been taken previously. The debate method in learning PKN human rights material has proven to be effective in increasing students' learning motivation. The post-test results in cycle II met the desired research success criteria, therefore, the research decided to stop research in cycle II

Grafik Perbandingan Rata-rata Hasil Peningkatan Motivasi Belajar



3.1.2 The debate learning method can increase motivation for PKN learning regarding forms of human rights violations in class XI MAS TAHFIDZ ROKAN HULU.

At the planning stage, the steps taken include an in-depth understanding of the Human Rights (HAM) material that will be taught, an analysis of the needs and potential of class XI students, as well as preparing a learning plan that includes a student debate model. The learning plan involves selecting students' debate methods, preparing supporting materials, determining groups and roles for each student, and developing appropriate evaluation instruments. Apart from that, planning also involves determining the implementation schedule, including preparation time, debates and evaluation sessions. All of this planning is directed at ensuring the success of the student debate model in increasing PKN learning motivation, especially in human rights material in class XI MAS Tahfidz Rokan Hulu, with steps that are appropriate to student characteristics and the learning environment. In an effort to increase the learning motivation of class XI students at MAS Tahfidz Rokan Hulu, action research was carried out by applying student debate techniques. This research consisted of two cycles, with three meetings in cycle I and two meetings in cycle II. The questionnaire given asked about how to increase students' learning motivation in the process of learning PKN human rights material using the debate method, categorizing scores as follows;

Table 5. Criteria for the success of learning motivation using the Likert Scale

Score	Achievement Level	Qualification
5	85-100	Very Motivated
4	75-84	Motivated
3	60-74	Motivated Enough
2	40-59	Less Motivated
1	0-39	Very Unmotivated

To find out whether the use of the debate method increases students' learning motivation in the PKN learning process on human rights material, we conducted a pre-test before the action was taken. In the implementation stage, a pre-test was given and showed the following results;

Table 6. Student Learning Motivation Scores in Pre-Cycle

Learning Outcomes	Achievement Level	The Number Student	Qualification
Pra Siklus	85-100	-	Very Motivated
	75-84	-	Motivated
	60-74	11 Person	Motivated Enough
	40-59	23 Person	Less Motivated
	0-39	-	Very Unmotivated

In table 6, the average pre-cycle score of students on PKN human rights material is 55.11. Of the 34 students tested, it can be seen in the table that there were no students who fell into the "Very motivated" (score 85-100) and "Motivated" (score 75-84) categories. A total of 11 students (approximately 32.35%) fell into the "Motivated enough" category with scores between 60-74. A total of 23 students (approximately 67.65%) fell into the "Lack of motivation" category with scores between 40-59. There were no students who fell into the "Very low motivation" category (score 0-39).

From these results, it can be concluded that the majority of students at the pre-cycle stage are still at a low level of learning motivation. Even though there are a number of students who are quite motivated, the majority still need improvement in

increasing their learning motivation. In the context of improving learning motivation, the use of debate methods on human rights material in the PKN learning process is planned as a corrective action.

In the first cycle stage after the debate was held, a post-test was given and the results can be seen in table 7 below;

Table 7. Student Learning Motivation Values in Cycle 1

Learning Outcomes	Achievement Level	The Number Student	Qualification
Siklus 1	85-100	-	Very Motivated
	75-84	4	Motivated
	60-74	27 Person	Motivated Enough
	40-59	3 Person	Less Motivated
	0-39	-	Very Unmotivated

In table 7, after implementing the debate method in Cycle I, the average increase in students' learning motivation increased to 66.23 with a percentage increase in learning motivation in Cycle I of around 20.26%. Of the 34 students tested in Cycle I, it can be seen that there were no students who fell into the "Very motivated" category (score 85-100). A total of 4 students (approximately 11.76%) fell into the "Motivated" category (scores 75-84). A total of 27 students (approximately 79.41%) fell into the "Motivated enough" category with scores between 60-74. A total of 3 students (approximately 8.82%) were still in the "Lack of motivation" category with scores between 40-59. There were no students who fell into the "Very low motivation" category (score 0-39).

Even though they have not reached the desired success criteria (score ≥ 75 in the motivated category), there is a significant increase in the level of students' learning motivation after implementing the debate method in Cycle I. A total of 27 students have reached a sufficiently motivated level, and the number of students who motivated increased from 0 to 4 people. This improvement can be used as a positive basis for continuing corrective action. It is hoped that the next cycle evaluation will provide further information about the effectiveness of the debate method in increasing students' learning motivation. Further actions or strategy adjustments can be taken to achieve the desired success criteria.

The observation stage was carried out simultaneously with the action implementation stage to evaluate the suitability of the action implementation with previously prepared plans, as well as to assess the extent of success of the actions in cycle I. At this observation stage, the researcher carried out observations and evaluations of students' learning motivation through debate activities. in the classroom. The class is divided into two groups, where between the two groups there are parties who support and oppose Human Rights.

From the results of observations at the initial meeting, it can be seen that students still have less than optimal levels of learning motivation when using the debate method in class. Even though the students looked happy and enthusiastic about learning, especially because the debate method could divert attention and provide meaningful learning, they were still a little awkward. However, students do not appear to be active in interacting and asking questions, and are not fully focused on understanding the learning material.

Researchers analyzed the results that occurred during the learning process and evaluated the results of cycle I, then compared them with cycle II. The observation stage was carried out simultaneously with the action implementation stage, with the aim of assessing the suitability of the action implementation with previously prepared plans, as well as evaluating the extent of success of the actions in cycle II.

In the implementation of cycle II, a post-test was given and the results can be seen in table 8 below;

Learning Outcomes	Achievement Level	The Number Student	Qualification
Siklus 1	85-100	19 Person	Very Motivated
	75-84	12 Person	Motivated
	60-74	3 Person	Motivated Enough
	40-59	-	Less Motivated
	0-39	-	Very Unmotivated

In Cycle II, after implementing the debate method and giving a post-test, the average increase in students' learning motivation increased to 84.26 with the percentage increase in learning motivation in Cycle II around 27.22%. Of the 34 students tested in Cycle II, it can be seen in table 4 that 19 students (approximately 55.88%) fell into the "Very motivated" category with scores between 85-100. A total of 12 students (approximately 35.29%) fell into the "Motivated" category with scores between 75-84. A total of 3 students (approximately 8.82%) fell into the "Motivated enough" category with scores between 60-74. There were no students who fell into the "Low motivated" (score 40-59) and "Very less motivated" (score 0-39) categories.

There was a significant increase in the level of students' learning motivation after implementing the debate method in Cycle II. The majority of students reach the highly motivated level, and the majority of students reach the motivated level. The results which recorded an increase in highly motivated students in Cycle II showed success

corrective actions that have been taken previously. The debate method in learning PKN human rights material has proven to be effective in increasing students' learning motivation. The post-test results in cycle II met the desired research success criteria, therefore, the research decided to stop research in cycle II



Figure 2. Comparison graph of increasing learning motivation

3.2 DISCUSSION

3.2.1 The debate learning method can increase motivation for PKN learning regarding forms of human rights violations in class XI MAS TAHFIDZ ROKAN HULU

The application of the debate learning method to material on forms of human rights violations in class XI MAS TAHFIDZ ROKAN HULU has had a positive impact on the motivation for learning Citizenship Education (PKN).

Through the results of this research, it can be concluded that the debate method is effective in increasing students' learning motivation, especially in understanding complex and controversial material such as human rights violations. The success of this method can be seen from a significant increase in student participation, enjoyment of learning, and increased self-confidence.

The debate method provides freedom for students to convey their ideas, ideas and views regarding human rights issues. In line with Hastuti's (2018) findings, this debate method not only creates space for active discussion but also stimulates students' interest in the learning material. By giving students the opportunity to speak and debate, this method provides an interactive and interesting learning experience, which can increase student involvement in the learning process. Apart from that, the results of interviews with students showed that they felt the benefits of this debate method. Increased active participation, joy in learning, and increased student self-confidence are positive indicators of the effectiveness of the debate method (Nugraha, 2022).

This shows that the debate method is not only effective in the context of PKN learning, but can also be adapted to other subjects, such as religious studies. The application of the debate method in Islamic Religious Education (PAI) learning carried out by Tolhah (2021) in the material on provisions for aqiqah and sacrificial slaughter can increase students' learning activities, the debate method is effectively applied in learning to develop students' argumentation, analysis and speaking skills. . The application of the debate method in PAI learning on certain material can be an effective alternative for improving the quality of learning and student learning outcomes.

Research conducted by Yuniarti (2018) shows that the application of the active debate method in the Indonesian language learning process in classes VIII-7 has a positive impact on student learning outcomes. The application of the debate method is also associated with students' interest and attention. It is stated that debate is able to arouse and maintain student interest, especially in large groups. This method is considered more appropriate for this situation, and the choice of debate as a learning strategy is considered successful in stimulating students to dare to express their opinions. Debates between students in expressing opinions are considered to be able to create an active learning atmosphere, avoid student boredom, and have a positive impact on improving learning outcomes.

Research by Dwantoro & Wu (2017) revealed that the application of the Active Debate method in social studies learning had a positive effect on students' affective learning outcomes. The increase in affective learning outcomes for students using the Active Debate method is more significant compared to the lecture method. Regression analysis shows that both learning methods, Active Debate and lecture, influence students' affective learning outcomes. This research concludes that Active Debate is not only effective in improving students' affective learning outcomes in social studies learning, but is also superior to the lecture method. These results provide support for the application of learning methods that are interactive and actively engage students, such as Active Debate, to achieve affective learning goals in secondary school environments.

3.2.2 Factors from debate learning that can increase motivation for PKN learning regarding forms of human rights violations in class XI MAS TAHFIDZ ROKAN HULU

From the results above, it was found that the use of the debate model as a strategy to increase motivation for learning Citizenship Education (PKN), especially in Human Rights material for class XI students at MAS Tahfidz Rokan Hulu had a positive impact. The debate model provides space for students to actively participate in conveying ideas, views and arguments related to national issues. This also helps train students in applying democratic values, such as respecting and respecting differences of opinion. However, it needs to be acknowledged that the implementation of the debate model does not always run smoothly, with several obstacles such as understanding the material not being fully optimal. These results are in line with research by Rasidi (2022) that the application of the debate model can increase student learning motivation, create an active learning atmosphere, and stimulate students' courage in voicing opinions in public.

Based on similar research by Waruwu (2022), it shows that the application of the debate learning model in cycle I showed an increase in student learning motivation from 70.33% to 85.55%, and learning achievement increased from 7.01% to 7.80%. This significant increase indicates that the debate learning model in PKN learning is effective in increasing student motivation and learning achievement. Research by Bariyah (2017) shows that the use of active debate methods can increase student motivation and learning achievement in Civics subjects.

Understanding from various studies supports the findings in this study. The application of the student debate model is able to increase learning motivation, especially in material that involves discussion and active participation. The increase in students' understanding from cycle to cycle also shows that the debate method can be used effectively in the context of PKN learning on Human Rights material in class XI MAS Tahfidz Rokan Hulu. The success of the student debate model as an active learning effort also has a positive impact on student motivation and understanding, in accordance with the findings of related research.

4. CONCLUSION

Based on this research, it can be concluded that the student debate model on Human Rights material was successful in increasing motivation for learning Citizenship Education (PKN) in class XI MAS Tahfidz Rokan Hulu. These findings are in accordance with the stated research objectives. By applying the student debate model, class XI MAS Tahfidz Rokan Hulu students can be more motivated in understanding and expressing opinions regarding Human Rights material. The student debate model makes a positive contribution to increasing PKN learning motivation among students.

The shortcomings of this debate method include the lack of in-depth evaluation of students' psychosocial aspects and the long-term impact of increasing learning motivation. Therefore, for future research that will use this debate method, it is recommended that it involve a more comprehensive analysis of long-term impacts, as well as considering additional aspects that may not have been implemented in this research. The practical implications of this research can also be a basis for developing a more holistic and effective student debate model in increasing students' motivation and understanding of PKN material. Thus, further research can provide a more in-depth and holistic understanding regarding the effectiveness and

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potential for developing student debate methods in the context of PKN learning.

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