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The Influence of Hollywood Squares Learning Strategy on Science Learning Motivation for Fifth Grade Student of Elementary School

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Abstract

This study was intended to determine whether or not there is an effect of giving the Hollywood Squares on the motivation to learn science. The method in this research is an experiment using Quasi Experimental and Posttest-Only Control Design. The fifth grade students of Jatirasa II State Elementary School as the population in this study were 53 students. The sample used by the researcher used a census sampling or the total sample from class VA consisted of 26 students and class VB consisted of 27 students. The instrument in this study used a questionnaire totaling 23 statements that were tested valid and reliable. The researcher used the Shapiro Wilk formula as a normality test, then calculated the Levene homogeneity formula independent t-test as a hypothesis test. The data obtained by the control group and the experimental group resulted in a t-test on tcount> ttable = 2,236 > 1,681 with a significance of 5%, so that the conclusion was Ho rejected, which means that there is an influence of the Hollywood Squares on the motivation to learn science in class V Jatirasa II State Elementary School .

Keywords
hollywood squares; science learning motivation; learning strategy; elementary school

I. Introduction

Science education or Natural Sciences is a main subject which is one of the elementary school levels contained in the education curriculum in Indonesia to be studied by students who are concerned with events that occur around nature which means the concept of these events is a science that can be learned. Science education plays an important role as the provision of students in the challenges of the global world in the various knowledge and skills needed, that understanding the concept of science as well as developing knowledge will be beneficial because it instills a scientific attitude to cultivate thinking skills at work that can be applied in life and will be communicated to others. This is in accordance with the opinion of Salim Nahdi et al., (2018) that science aims to help students understand a number of facts and master the science concept of natural events that will provide a scientific attitude by developing and installing it in students.

In fact, science subjects make it difficult for students to solve a problem that occurs in the surrounding environment when applied in everyday life (Rohmah et al., 2019). Based on the results of observations at Jatirasa II State Elementary School through interviews, it was stated that the dominant learning process was by explaining what was in the textbook then listening and taking notes from the teacher's explanation and assignments would be given, it was still from the teacher to the students. This makes the learning process dominated by the teacher during learning so that the activities of students become passive. Thus, students are rarely active when they want to ask something that they do not

understand, because there is a fear of asking or giving opinions. In these conditions, the teacher dominates during learning activities, and the learning motivation of students can be reduced.

According to the fifth grade homeroom teacher from the interview results, not all students when studying have high motivation, but only a few students have the motivation to learn in science lessons. This is known to be considered good through 5 out of 26 students with a percentage of 19.23% who have learning motivation. The assessment is obtained from the characteristics of learning motivation during the learning process and with this percentage included in the criteria less through the criteria according to (Sardiman, 2014) That is, when students face assignments, they are not diligent, not tenacious when receiving difficult learning, if a problem is found, they do not show interest in learning, creativity in learning is rarely shown, and it is difficult to express their opinions. This shows that learning motivation is still low, when students have not been moved to learn independently at home, it will make students not have the concept of material during the learning process, because learning motivation is considered high if students are enthusiastic and active by using their energy while studying. The impact of the reduced enthusiasm of students when learning activities are learning outcomes that are less than optimal. Therefore, there is a need for a renewal in learning activities to run effectively by encouraging the enthusiasm of students to learn in order to achieve learning objectives.

Based on the above problems, to improve learning motivation in science subject matter for fifth grade students, the solution for active learning strategies that can be applied is to use Hollywood Squares proposed by Silberman (2020), where students are given the opportunity to review the material they have learned. Whereas Hollywood Squares is a kind of question-and-answer game using card objects as a sign to students who have succeeded in answering questions, this game performed in front of the class can make the class atmosphere more fun in the process of learning activities and can strengthen their memory.

Based on the description of the field data and the strategy, the use of the Hollywood Squares can deliver more meaningful subject matter by asking and answering questions through games that can help students' memory in understanding science lessons so that they dare to express their opinions through games and build students' enthusiasm. So the Hollywood Squares is an effective choice that can be applied in delivering subject matter in an active and fun way, because with the right choice of strategy it can encourage students' desire to carry out learning activities to arouse enthusiasm for learning. When students are encouraged to take part in teaching and learning activities, they become active and become very enthusiastic because the implementation of the Hollywood Squares can be used for appropriate and appropriate teaching methods so that students receive subject matter without feeling bored, so researchers seek to increase students' activities in learning activities first so that student learning outcomes become optimal because of the need for motivation to learn in students. Hoped that Hollywood Squares will become one of the learning strategies that can increase learning motivation, especially in science subjects. Therefore , the researcher aims to find out whether the learning motivation of students in science subjects can have an effect through the Hollywood Squares.

Based on the description of the problems above, research will be carried out on the basis of the researcher's interest in the discussion that has been found. Therefore, interested researchers need to examine the problem with the title The Effect of Hollywood Squares Science Learning Motivation for Class V Jatirasa II State Elementary School.

II. Research Method

The type of research used in this research is an experimental method with a Quasi-Experimental and the research design uses a Posttest-Only Control Design. The instrument that will be used through non-test is questionnaire scale Likert. The research design is as follows:

Table 1. The research design

Group	Treatment	*Posttest*
Experimental	X	Y_1
Control		Y_2

(Sugiyono, 2021)

Description:
X : Strategy is given Hollywood Squares in the experimental class.
Y1 : The posttest will be given to Hollywood Squares in the experimental group.
Y2 : Posttest without being given the Hollywood Squares in the control group.

The experimental class that was given the Hollywood Squares was then given posttest, but those who were not given the Hollywood Squares in the control group were given a posttest. Sampling technique in this study uses census sampling , which means that all the population in class V will be used as a sample, totaling 53 students are set to be the sample, namely the experimental group is used as the experimental class in VA and the control group is used as the control class in VB.

It is confirmed that the instrument has been tested for validity and reliability will be continued on the normality test, continued with the homogeneity test, and finally the hypothesis test with a significant level of 5% or alpha 0.05 and if the price criteria t_count>t_table.

The researcher used the dependent variable of science learning motivation as data collection using a questionnaire by providing statements to be answered by the respondents. The science learning motivation instrument in this study adheres to the indicators (B. Uno, 2021), namely: (1) the desire to achieve success; (2) the desire for encouragement and the need for learning; (3) the desire to have a future towards his ideals; (4) the desire when learning to get an award; (5) the learning process activities are made interesting; (6) conducive atmosphere in the learning environment.

III. Results and Discussion

Based on the research data by processing the data on the *questionnaire* , first test the validity of each statement item using the *product moment* by comparing the r_{table}. At first there were 30 statement items, but only 23 statement items were declared to have their validity tested and the remaining 7 statements were not tested for validity, so invalid ones may be removed or discarded, then 23 statements will be continued to be tested for reliability using *Cronbach*, declared reliable if $r_i > 0.70$ or a coefficient value of more than 0.70 (Yusup, 2018). The results of the research in the control class and the experimental class will be tested for normality, then homogeneity test when the data is homogeneous, followed by hypothesis testing with a significant level of less than 0.05 which is shown in the data analysis table.

Table 2. Tests of Normality

Class		Shapiro Wilk		
		Statistic	df	Significant
Results	Experimental	.954	22	.384
	Control	.953	22	.355

Data analysis based on table 2 normality test data declared normally distributed in the experimental class and control class because the significant value > 0.05 or if the value of *Shapiro Wilk* is more greater than the value of *Shapiro Wilk* table $(T^3_{count} > T^3_{table})$, it is stated that the data distribution is normal. On the other hand, if $(T^3_{count} < T^3_{table})$, it is stated that the data is not normally distributed. The test can be continued on the homogeneity test which has two or more data, then want to know the homogeneous data and the non-homogeneous data from the comparison of variances in order to know the equality of the data (Riadi, 2014).

Table 3. Homogeneity Test

		Levene Statistical	df1	df2	Significant
Results	Based on Mean	.959	1	42	.333
	Based on Median	1.110	1	42	.298
	Based on Median and with adjusted df	1.110	1	41.493	.298
	Based on trimmed mean	.926	1	42	.341

Based on table 3 The homogeneity test obtained a significant result of 0.333 which means that it meets the criteria for homogeneous data when it exceeds a significant value of 0.05 (0.333 > 0.05), and if the results of the data of the two groups have a homogeneous variance, it can be proven using the calculated price $F_{count} < F_{table}$ which means F -table should not be smaller than the F-count with a significant level of *alpha* 0.05 (Arikunto, 2014). Homogeneous data can be tested for hypotheses.

Table 4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	tdf	Sig	. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Results	Equal variances assumed	.959	.333	2.236	42	.031	3.091	1.382	5.881	.301
	Equal variances not assumed			2.236	41,427	.031	3.091	1.382	.300	5.882

In the hypothesis testing conducted to show there is an effect significantly by using the *t-test* with a significant *alpha* 5% and the price criteria $t_{count} > t_{table}$ (Sugiyono, 2021). In table 4 the results of arithmetic are greater than t_{table} (2.236 > 1.681) and the

value of Sig. (2-tailed) 0.031 is less than 0.05 (0.031 < 0.05). If the significant value is less than 0.05 there is an effect. So it can be concluded that H_o is rejected and H_i is accepted because of the influence of the *Hollywood Squares* on the motivation to learn Natural Sciences for class V Jatirasa II State Elementary School.

The research carried out at SDN Jatirasa II was based on the Learning Implementation Plan which was adapted to the researcher's design in science subjects and took the theme of heat transfer around us. The experimental class in the VA class will be given the *Hollywood Squares* and the control class in the VB class without the *Hollywood Squares*.

The *Hollywood Squares* in this study was carried out in groups on heat transfer practicum by radiation, conduction, and convection. The study group was assigned randomly by the researcher and each group received a piece of equipment and materials to prove the existence of heat transfer. The *Hollywood squares* learning strategy is a type of active learning strategy developed by Silberman (2020) It is known that students who dominate activities during learning activities mean that they involve students mentally and physically who will play an active role during learning activities, through this activity, students will be active and increase enthusiasm for learning when learning takes place (Aswan, 2016).

Before the start of the game, students must first prepare some questions about the subject matter that they have learned, which will be written on the question cards that have been provided according to the learning objectives that have been conveyed. Students who make questions can be motivated to find and read subject matter, so they can think in deepening the material through making questions properly, correctly and appropriately so that they are used in games. Activities like this can increase cooperation and responsibility in sharing knowledge from creating questions and collecting answers (Hidayat et al., 2022).

Hollywood squares which students practice through *tic-tac-toe* which will be performed in front of the class, this game has a position as the role of celebrities, contestants, and game audiences (Dirgahayuning, 2017). However, the teacher also plays a role in monitoring by guiding the game properly. The *tic-tac-toe is played* by providing a 3x3 space, which means there are 9 pieces of space that will form a box like a partition or pawn. Use the X or O symbol for the player who successfully answered. This game uses results in the form of wins, losses, and draws. It can be clarified that the player who wins is obtained from 3 pawns, it can be seen that the symbols are arranged to form XXX or OOO and so on, the 3 pawns form a synchronous XXX or OOO line which will form an arrangement through one of the target lines, namely vertical lines, horizontal lines, and diagonal lines. The losing player does not succeed or has not been right by placing a line that forms one of the target lines because the symbols are arranged out of sync. If all 9 pieces of pawns have been filled by all players who fail to form the target line, it is said to be a draw result, the wrong target line is seen such as XOX or XXO, and so on if the symbols are out of sync.

Strategy *Hollywood Squares* in the experimental class packaged in the form of a question and answer quiz game. The role in this game is not only celebrities and contestants, but students as the audience can play a role in helping celebrities when they can't answer it and responding to responses from contestants if help is needed. Activities in *Hollywood squares* are carried out in front of the class in an effort to increase the teacher's curiosity about the ability to understand students' success when they are taught.

The application of the *Hollywood squares* on the subject of heat transfer around us is designed by reviewing the material that has been studied when the teacher has explained so

that it can help test understanding of learning concepts and help students remember the material they have learned and share their understanding with students. other students to encourage the emergence of easy and difficult questions to be answered by other students and make students able to teach each other. Compared to the control class, the experimental class showed high enthusiasm and enthusiasm in learning to win the game. From the results of the analysis of data processing, it was stated that the experimental class was better and the results of the control class were lower.

The constraints of this game on the enthusiasm of students who are not controlled so that it takes a long time for the situation to become conducive and students who find it difficult to accept the teacher's explanation and the rules of the game can be ascertained that these students cannot follow this type of game, so that it is necessary to repeat the explanation so that all students able to understand the course of the game on the learning objectives.

IV. Conclusion

Based on research at Jatirasa II State Elementary School that the results of data processing that has been carried out, whether the motivation to learn science in grade 5 can be influenced by the Hollywood Squares. Based on the analysis of data that occupies a higher result in the experimental class and the control class below it, it is proven that the significant result of the hypothesis test calculation is smaller than alpha 0.05, namely (0.031 < 0.05). The conclusion means that the results of the experimental class given the Hollywood Squares and the control class without the Hollywood Squares were significantly different. So, the Hollywood Squares effect on the motivation to learn science in class V at Jatirasa II State Elementary School.

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