The Influence of Motivation, Knowledge Learning Project Strengthening Profile of Pancasila (P5) Students Independent Curriculum on Interest in Cultural Food of Indonesian Vegetable Peels in Class 1 Students of SDN Cireundeu 01 Tangerang-Selatan

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ABSTRACT

The Influence of Motivation, Learning Knowledge of the Pancasila Profile Project (P5) Independent Curriculum on Interests in My Indonesian Culture Food Pecel in students of SDN Cireundeu 01 South Tangerang. This research was conducted to analyze the relationship between motivation, knowledge, and interest in eating Indonesian traditional food, my cultural food, namely Pecel Sayur, in grade 1 students at SDN Cireundeu 01, South Tangerang. The data collection technique in this study was by distributing questionnaires. Learning is the main activity in the educational process in schools. Learning is a conscious effort to change attitudes and behavior. In an effort to achieve changes in behavior needed motivation. Motivation is one of the factors that encourage students to want to learn. Motivation to learn can be classified into two, namely intrinsic motivation (states that originate from within the student himself which can encourage him to take learning actions) and extrinsic motivation (states that come from outside the individual student that encourage him to carry out learning activities). Whether there is motivation to learn greatly affects the success of student learning. Learning success will be achieved if there is a will and drive to learn. Learning is a process where there is positive interaction between teachers and students in an effort to achieve learning goals. The achievement of learning objectives is one of the factors that determine the success of teaching and learning. Learning is the main activity in the entire education process in schools. The success of achieving educational goals is very dependent on the effectiveness of the learning process taking place. While learning can be interpreted as a relatively fixed change in individual behavior caused by experience and involving cognitive skills and attitudes in an effort to achieve educational goals. Learning is effective if the interaction between educators and students is active and the expected goals can be achieved within a predetermined timeframe. In connection with the achievement of learning and educational goals, fostering student learning motivation is a very important task for the teacher. Learning will take place effectively if students have motivation in learning. Teachers must make maximum efforts so that students are motivated to learn. Therefore, learning motivation is one of the keys to success in achieving learning goals. Learning motivation must be aroused in students so that students are motivated in learning traditional foods so that grade 1 elementary school students'

knowledge of traditional foods increases and interest in eating traditional Indonesian food Pecel sayur is high.

Keywords: motivation, knowledge, interest in my cultural food Pecel Vegetable

PRELIMINARY

Purpose

This study aims to determine the effect of Learning the Pancasila Profile Project (P5) Independent Curriculum on My Culture Food material on the knowledge and interests of grade 1 students at SDN Cireundeu 01 in Indonesian Traditional Food. The population in this study were 28 grade 1 students at SDN Cireundeu 01 South Tangerang. Indonesia is rich in regional culture with various uniqueness and features. Among these uniqueness and features, one of them is traditional food which has a high taste and variety. With this traditional food, we as educators invite students to get to know and love Jakarta regional cuisine. In the context of implementing the Independent Curriculum, one of them is implementing the Project to Strengthen the Pancasila Student Profile. The Pancasila Student Profile contains dimensions of faith, piety to God Almighty, Global Diversity, mutual cooperation, independence, critical thinking and creativity. The 01 State Elementary School located in Cireundeu carries the theme of Local Wisdom. In this case, Class 1 especially took the topic "My Regional Food is My Culture". This topic was deliberately chosen with the hope that traditional food would not be replaced by the large amount of frozen food that children like. Even though these types of food are not necessarily healthy for children, especially children of elementary school age. In fact, many types of our traditional food are processed into delicious food and guaranteed health. One of these traditional foods is "Pecel sayur" consisting of kale, spinach, bean sprouts, cabbage, potatoes sometimes mixed with carrots which are all boiled and drained and mixed with ground peanut sauce which has been used with spices and brown sugar.

Based on the results of the initial research before learning from the sample population of 28 grade 1 students, the level of student knowledge is very low, 20% and interest is very low, namely 30%, the author will practice the Learning Method of the Pancasila Profile Project (P5) Independent Curriculum, my Culture Food material, namely Vegetable Pecel with the aim so that the motivation, level of knowledge and interest of grade 1 students at SDN Cireundeu 01 in Indonesian Traditional Food Vegetable pecel as the culture of the Indonesian nation in terms of Indonesian food or culinary which can be the identity of the Indonesian nation.

METHOD

This research method uses a quantitative approach with data collection methods through questionnaires and is supported by interviews, observations.

RESULTS

Based on the results of the initial research (Cycle I) before starting learning the Pancasila Profile Project (P5) Independent Curriculum, my Culture Food material, namely Vegetable pecel, from a sample population of 28 grade 1 students. . The author conducted interviews with 28 grade 1 students which the author took randomly from a total of 167 students, consisting of 6 class groups, namely class 1A, 1B, 1C, 1D, 1E, 1F. After the authors conducted the initial research, the authors observed the learning carried out by teachers in grades 1A to grade 1F where the teachers conducted learning about the Pancasila Profile Project Learning (P5) Independent Curriculum, material for my culture's food, traditional food "Pecel Sayur".

The results of observations after learning (Cycle II) from a total of 167 students, the writer took a random sample of 4 students per class with a total of 28 students to represent 167 students in grade 1 SDN Cireundeu 01. The

results of the second study (Cycle II) after learning from the sample population randomly random 28 grade 1 students High motivation 75% very high level of student knowledge 80% and very high interest 90%.

DISCUSSION

Sambal pecel is a typical food from the city of Kediri with the main ingredients being peanuts, chilies, brown sugar, tamarind, lime leaves and salt. Pecel is a food consisting of boiled vegetables and a side dish served on a different base such as a stick plate called ingke, pincuk or bamboo winnowing according to the characteristics of the town of origin of pecel. Sambal pecel served with vegetables, with side dishes of tempeh and peanut brittle with warm rice is a breakfast dish that makes many people addicted to enjoying it again when they come to Kediri City.

Identification of Variables and Operational Definitions of Variables The research variable is an attribute of a person, or object that has variations from one person to another or one object to another object (Sugionoy; 2008).

Independent Variable

Independent variables are variables that affect or cause changes or the emergence of the dependent variable (Sugiyono; 2008).

The variables of this study are:

1. Motivation (X1)

Motivation is a series of efforts to provide certain conditions, so that someone wants and wants to do something and if they don't like it, they will try to negate or avoid that feeling of dislike. Two functions of motivation in the learning process are proposed by Wina Sanjaya (2010: 251- 252) namely:

1. Encouraging students to be active

Everyone's behavior is caused by encouragement that arises from within which is called motivation. The size of a person's enthusiasm for work is largely determined by the size of that person's motivation. The enthusiasm of students in completing assignments given by the teacher on time and wanting to get good grades because students have high motivation to study.

2. As a director

The behavior shown by each individual is basically directed to meet their needs or to achieve predetermined goals. Thus motivation serves as a driving force for effort and achievement. The existence of good motivation in learning will show good results.

Furthermore, according to Winarsih (2009: 111) there are three functions of motivation, namely:

1. Encouraging humans to act, so as a mover or motor that releases energy. Motivation in this case is the driving force of every activity carried out.

2. Determine the direction of action in the direction you want to achieve. Thus motivation can provide direction and activities that must be carried out in accordance with the formulation of the objectives.

3. Selecting actions, namely determining what actions must be done in order to achieve goals. So, motivation will provide encouragement, direction and actions to be taken in an effort to achieve the goals that have been formulated previously. The function of motivation as a driving force in achieving achievement, because a person doing business must encourage his desires, and determine the direction of his actions towards the goals to

be achieved. Thus students can select actions to determine what to do that is beneficial for the goals to be achieved.

Cycle 1						
Level of Student Motivation Grade 1 (variable X1)					8.333333	
Class	Total	Z-Score	T-Score	Average	8.333333	
A	9	0.816497	62.16497	Standar deviation	0.816497	
B	8	-0.40825	45.91752			
C	7	-1.63299	33.67007			
D	9	0.816497	58.16497			
E	8	-0.40825	45.91752			
F	9	0.816497	58.16497			
	8.333333					

2. Knowledge (X2)

Knowledge is a change in behavior that occurs as a result of past experience. Knowledge indicators are:

Pecel traditional food knowledge.

Cycle 1						
Level of knowledge Grade 1 students who (variable X2)						
Class	Total	Z-Score	T-Score	Average	6,5	
A	6	-0,47673	49,23268705	Standar deviation	1,048809	
B	5	-1,43019	35,69806116			
C	6	-0,47673	45,23268705			
D	7	0,476731	54,76731295			
E	8	1,430194	64,30193884			
F	7	0,476731	54,76731295			
	6,5					

Cycle 2						
Level of knowledge of Grade 1 students (variable X2)					27.33333	
Class	Total	Z-Score	T-Score	Average	27.33333	
A	27	-0.32275	49.23269	Standar deviation	1.032796	
B	26	-1.29099	35.69806			
C	27	-0.32275	45.23269			
D	28	0.645497	54.76731			
E	29		64.30194			
F	27		54.76731			
	6.5					

2. Dependent Variable

The dependent variable is a variable that influences or causes

due to the independent variable. In this research that is used as a

variable

dependent is:

1. Interest (Y)

The indicators are:

a. Hope.

b. Establishment.

c. Happy with the food choices

Cycle 1						
Grade 1 Student who are Interested(Variable Y)						
Class	Total	Z-Score	T-Score	Average	8.333333	
A	9	0.816497	62.16496581	Standard deviatio	0.816497	
B	8	-0.40825	45.9175171			
C	7	-1.63299	33.67006838			
D	9	0.816497	58.16496581			
E	8	-0.40825	45.9175171			
F	9	0.816497	58.16496581			
	8.333333					

Cycle 2						
Grade 1 students who are interested(variable Y)						
Class	Total	Z-Score	T-Score	Average	27.166667	
A	29	1.568231	62.16496581	Standard deviation	1.1690452	
B	27	-0.40825	45.9175171			
C	28	-1.63299	33.67006838			
D	26	0.816497	58.16496581			
E	27	-0.40825	45.9175171			
F	26	0.816497	58.16496581			
	8.333333					

CONCLUSION

Based on the results of the initial research cycle 1 of the sample population of 28 grade 1 students, the level of student knowledge was very low, namely 20% with an interest in a standard deviation of 0.82, after practicing the Pancasila Profile Project Learning Method (P5) of the Independent Curriculum, my Culture Food material, the interest in the standard deviation of 1.17 increased.

In his suggestions, the author really needs to apply the Pancasila Profile Project Learning (P5) Independent Curriculum, my Culture Food material, namely Vegetable Pecel, to grade 1 students at Cireundeu 01 school to increase students' knowledge and interest.

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