



IMPLEMENTATION OF SSCS LEARNING MODEL IN IMPROVING STUDENTS' MATHEMATICS LEARNING MOTIVATION AT CLASS VII.C OF SMPN 4 TAMBANG KAMPAR

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ABSTRACT

This paper discusses the students' low mathematics learning outcomes of Class VII.C at SMPN 4 Tambang Kampar Regency. It aims to improve mathematics learning outcomes through the application of the Search Solve Create Share learning model (SSCS) for students at Class VII.C of SMPN 4 Tambang Kampar Regency, which was conducted for 2 months. The research subjects were 32 students at Class VII.C of SMPN 4 Tambang in Kampar Regency. The type of research was classroom action research. The research instrument consisted of learning outcome tests and data collection instruments, which were observation sheets of teacher and student activities. Based on the results of data analysis, the average score of students' learning motivation in the pre-cycle was 45.0, while the percentage was 35.2%. The average score increased in the first cycle to 60, while the percentage was 46.7%. And the average score increased significantly in cycle II to 100.4, while the percentage was 78.5%. It can be concluded that the application of Search Solve Create Share learning (SSCS) could increase students' learning motivation in mathematics at class VII.C of SMPN 4 Tambang in Kampar Regency.

Keywords: SSCS, learning motivation, mathematics

IMPLEMENTASI MODEL PEMBELAJARAN SSCS DALAM MENINGKATKAN MOTIVASI BELAJAR MATEMATIKA SISWA KELAS VII.C SMPN 4 TAMBANG KABUPATEN KAMPAR

ABSTRAK

Tulisan ini membahas rendahnya hasil belajar matematika siswa Kelas VII.C SMPN 4 Tambang kabupaten Kampar. Ini bertujuan untuk meningkatkan hasil belajar matematika melalui penerapan model pembelajaran SSCS pada siswa kelas VII.C SMPN 4 Tambang kabupaten Kampar, yang dilaksanakan selama 2 bulan. Subjek penelitian adalah 32 siswa kelas VII.C SMPN 4 Tambang kabupaten Kampar. Bentuk penelitian adalah penelitian tindakan kelas. Instrumen penelitian terdiri dari tes hasil belajar dan instrumen pengumpulan data, yang berupa lembar observasi aktivitas guru dan aktivitas siswa. Berdasarkan hasil analisis data, rata-rata skor motivasi belajar yang diperoleh siswa pada pra siklus sebesar 45,0, sedangkan persentasenya adalah 35,2%. Rata-rata skor meningkat pada siklus I sebanyak 60 sedangkan persentasenya 46,7%. Dan rata-rata skor meningkat signifikan pada siklus II sebesar 100,4, sedangkan persentasenya 78,5%. Dapat disimpulkan bahwa penerapan pembelajaran SSCS dapat meningkatkan motivasi belajar matematika siswa kelas VII.C SMPN 4 Tambang kabupaten Kampar.

Kata Kunci: SSCS, motivasi belajar, matematika

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INTRODUCTION

In an effort to improve education, the government has attempted to improve the education system, including the curriculum, repair of textbooks, upgrading and training of teachers. The teacher as a continuous facilitator and motivator must be able to create dynamic conditions, be able to improve the quality of learning which must refer more to what must be

learned by using strategies that can activate students in learning (Sahertin, 2010). Motivation is a change in energy in a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve goals. The change in energy in a person is in the form of a real activity in the form of physical activity. When associated with learning, it can be

interpreted that motivation to learn is a psychological condition and a change in energy in a person's personality that encourages a person to learn in order to gain an intelligence (Sardiman, 2016).

Effective learning conditions are the interest and attention of students in learning. Interest is a relatively permanent trait in a person. This interest has a great influence on learning because with interest someone will do something he is interested in. Conversely, without someone's interest it is impossible to do something. Student involvement in learning is closely related to student characteristics, both cognitive in nature such as intelligence and talent and affective in nature such as motivation, self-confidence, and interests. Student interest is the main factor that determines the degree of student learning activity. So, affective is a factor that determines students' active involvement in learning (Juniati, 2017; Puger, 2015).

Based on the experience and observations of researchers as a mathematics teacher at SMPN 4 Tambang, Kampar Regency, it shows that students' motivation towards learning mathematics is relatively low. In general there are several symptoms indicating that student learning motivation is low, namely as follows, a) Students have difficulty connecting or reflecting on the subject matter presented with prerequisite material or student learning experiences, b) Students in learning tend to accept information provided by the teacher without any the intention to obtain information about the material being studied before the teacher explains it, resulting in a lack of interaction between students to construct the knowledge provided, c) Students still have low ability to solve problems. This can be seen from the students' understanding which only focuses on the examples of questions given by the teacher, d) Students' motivation to participate in the mathematics learning process is very low. This can be seen from the activities carried out by students during the learning process. Students are reluctant to ask the teacher about material they do not understand, so that when given assignments students cannot complete it.

Teachers have tried to motivate students by giving prizes in the form of praise and point values for additional final grades. However, the efforts made by subject teachers did not make students more motivated with mathematics lessons. Students will learn effectively if they are really interested in the lesson. However, it is difficult for most teachers to find a stockpile of ideas for conveying mathematics in an interesting way. Many teachers are involved in the routine of delivering subject matter so they lose time and energy looking for things that can motivate their students (Sobel, & Maletsky, 2004).

By taking into account the conditions above, the teacher needs to make improvements in learning mathematics which can increase student learning motivation. Teachers are equipped with competencies that are useful in planning lessons, carrying out learning well, delivering learning material, using various learning methods, being skilled in using learning media, and having good classroom management skills, this is useful for creating a conducive learning atmosphere and fun (Yontri, 2019). The learning model that will be applied is the *SSCS learning model*, *SSCS learning model* is a model that directs students to be able to describe, connect and analyze problems up to the problem solving stage so that it requires students to students to actively discuss in small groups during the learning process (Widyati, & Irawati, 2020). *SSCS* is a learning model that emphasizes the application of a scientific approach or systematic, logical, orderly and precise thinking (Astuti, Suweken, & Waluyo 2018).

According to Saputra et al, the advantages of the *SSCS learning model* are: 1) in the *SSCS model*, students at the beginning of learning are already faced with real problems, so that students are interested in learning, 2) in the *SSCS model*, students learn more often in groups and the teacher provides more opportunities for students to be able to solve their own problems, and 3) the activities of students in learning using the *SSCS model* vary greatly from discussions, conducting experiments, and presentations that make students enthusiastic and not feel bored while participating in learning (Putriyana, Auliadari, and Kholillah 2020). Thus it will

increase student learning motivation which will ultimately affect student mathematics learning outcomes. The SSCS method can be an alternative or choice of learning approach for students, so that it can overcome difficulties in understanding mathematics. Because they are accustomed to trying independently to find or find solutions to the problems posed by the mathematics teacher (Sunismi, 2015).

REASERCH METHOD

This type of research is Classroom Action Research (PTK) located at SMPN 4 Tambang, Kampar Regency using the research design model Kemmis and Mc. Taggart ie spiral from one to the other cycle Which next. Every cycle covers *planning, action, observation, And reflection* (Arikunto, 2016). The subjects in this study were students of class VII.C SMPN 4 Tambang Kampar Regency, totaling 32 students, consisting of 16 female students and 16 female students.

Data collection techniques through observation, interviews and evaluation tests to obtain data on teacher competency results. Data were analyzed qualitatively and presented in tabular form. Detail procedure study action This:

- 1) *Planning*, includes: (a) Researcher And observer set alternative enhancement method effectiveness discussion learning. (b) Researcher together collaborator make planning teaching Which develop Skills student intellectuals. (c) Discuss about developing learning Skills intellectual student. (d) Take inventory media and learning methods to students. (e) Create sheet observations related to the learning method that will be applied. (f) Designing evaluation

tool to see how student learning outcomes when the learning method has been applied, namely the discussion method.

- 2) *Action*, namely carrying out learning activities as intended has planned in accordance with the learning method to be applied.
- 3) *Observations*, namely activity Which held that is observing to implementation action with use sheet observation Which been prepared.
- 4) *Reflection*, that is includes analysis data Which obtained through observation observations related to the media and learning methods that will be applied.

RESULTS AND DISCUSSION

1. Pre Cycle

The learning process before applying the SSCS learning model about finding the formula for the perimeter of a square and calculating the perimeter of a square. In the core activities the teacher explains the subject matter on the blackboard. Next, give examples of questions and solutions about the properties of a square. After that the teacher asks students to do exercises related to the example questions in the student handbook. The teacher guides students in doing the exercises. After finishing the exercise, the teacher asked the students to collect the exercise books. During the learning process before the implementation of SSCS learning took place, the teacher and observers observed student activities and filled out observation sheets on student learning motivation during the learning process. The results of observing student learning motivation before action can be seen in table 1.

Table 1. Observation Results of Student Learning Motivation

No	Learning Motivation Indicator	Amount	%
1	Comfort in learning	45	35,2
2	Courage in expressing opinions	39	30,5
3	Courage in asking questions	42	32,8
4	Desire to acquire useful knowledge	51	39,8
5	Fun learning	47	36,7
6	Desire to gain appreciation in learning	44	34,4
7	Desire to complete tasks well	42	32,8

8	The desire to achieve high achievements	43	33,6
9	The desire to get value in accordance with the effort made	52	40,6
Amount		405	316,4
Average		45.0	35,2

Source: 2022 Research Processed Data

From table 1 the results of observations of student learning motivation can be seen that student motivation before implementing SSCS learning is still low. The percentage of indicators of motivation for learning comfort is obtained from the total score obtained by all students divided by the total score multiplied by 100%, and so on for indicators of student motivation. The average score obtained by students in the pre-cycle was 45.0 while the percentage was 35.2%. This causes researchers to conduct research by applying the SSCS learning model.

2. Cycle I

Cycle I was carried out in two meetings. The first and second consecutive meetings were held on Wednesday, 2 February 2022 and Wednesday, 9 February 2022. The schedule for conducting the research was adjusted to the mathematics learning schedule at SMPN 4 Tambang, Kampar Regency. Observation of student activity is carried out during the learning process. There were 10 student activities that were observed which were relevant to the activities carried out by the teacher. More details on the results of observations of student activity can be seen in table 2:

Table 2. Observation Results of Student Activities

NO	Student Activity	Cycle I P1		Cycle I P2		Average	
		Score	%	Score	%	Score	%
1	Pay attention to the learning objectives conveyed by the teacher	57	59,38	61	63,54	59	61,46
2	Answering questions asked by the teacher related to past subject matter	53	55,21	60	62,50	57	58,85
3	Listen to the motivation conveyed by the teacher related to everyday life	53	55,21	62	64,58	58	59,90
4	Pay attention to the subject matter delivered by the teacher	58	60,42	61	63,54	60	61,98
5	Form predetermined groups	56	58,33	59	61,46	58	59,90
6	Receive worksheets given by the teacher	49	51,04	53	55,21	51	53,13
7	Students complete LKS sequentially according to the steps of implementing SSCS learning	46	47,92	60	62,50	53	55,21
8	Students present the results of their group work in front of the class	56	58,33	63	65,63	60	61,98
9	Doing questions and answers on friends' presentations and asking things that are not understood to the teacher	57	59,38	57	59,38	57	59,38
10	Students conclude the subject matter together with the teacher	51	53,13	54	56,25	53	54,69
Amount		536	558,33	590	614,6	563	586,5
Average		54	55,83	59	61,46	56	58,65
Criteria		pretty good		pretty good		pretty good	

Source: 2022 research processed data

Information:

Score 3 = Good (B)

Score 2 = Fairly Good (CB)

Score 1 = Not Good (KB)

Based on table 2, students' learning activities in cycle I classically have fairly good

criteria, this can be seen from the average score in cycle I of 563 with a percentage of 58.63%, which is a fairly good criterion. Cycle I consisted of the first meeting and the second meeting. The results of observing student learning motivation in cycle I can be seen in table 3.

Table 3. Observation Results of Student Learning Motivation

No	Learning Motivation Indicator	Meeting I		Meeting II		Average	
		Amount	%	Amount	%	Amount	%
1	Comfort in learning	50	39,1	66	51,6	58	45,3
2	Courage in expressing opinions	48	37,5	61	47,7	55	42,6
3	Courage in asking questions	50	39,1	68	53,1	59	46,1
4	Desire to acquire useful knowledge	56	43,8	66	51,6	61	47,7
5	Fun learning	53	41,4	70	54,7	62	48,0
6	Desire to gain appreciation in learning	50	39,1	65	50,8	58	44,9
7	Desire to complete tasks well	49	38,3	68	53,1	59	45,7
8	The desire to achieve high achievements	51	39,8	66	51,6	59	45,7
9	The desire to get value in accordance with the effort made	62	48,4	76	59,4	69	53,9
Average		52,1	40,7	67,3	52,6	60	46,7

Source: 2022 Research Processed Data

Student motivation at each meeting for each indicator in cycle I increased both in number and percentage. Analysis of student motivation for each indicator at the first and second meeting is described one by one below. At the first meeting, the percentage of students comfortable in learning was 39.1% obtained from the total scores obtained by students divided by the total scores of all students multiplied by 100% and in the second meeting there was an increase to 52.6%. This increase occurred because students began to be engrossed in completing the assignments given by the teacher through LKS. In addition, students who do not understand the assignments given by the teacher can ask directly with their group mates so that they can work together in facing the tasks given by the teacher. This causes students to be comfortable in learning and feel that the learning process they follow is not a burden. Courage in expressing opinions increased from the first meeting, and the second meeting. The

percentage of the first meeting was 37.5%, and at the second meeting it increased by 47.7%. This is because the problems they face in completing the assignments given by the teacher can be solved by exchanging opinions with group mates, so that they are always motivated to complete the task and don't give up easily. Students are more courageous in asking questions of material that is not understood. There is no hesitation or fear in asking questions. The percentage of students on this indicator at the first meeting was 39.1% and the second meeting was 53.1%. The courage of students to ask questions about material they did not understand after implementing SSCS learning remained. Students always try to be the best both individually and in groups.

The high desire of students to gain useful knowledge in the learning process after implementing the SSCS learning model. This can be seen from the activities of students during the learning process by asking lots of questions about

material that is not yet understood and the handbook that students have. Students do not only focus on one handbook. They try to be the best and have many ways to solve the problems given by the teacher. Want to deepen the knowledge material given at the first meeting of 43.8%; and at the second meeting it increased to 51.6% of 32 students. After implementing the SSCS the learning process that students feel is very enjoyable. This can be seen in the first meeting, the percentage of students who obtained this indicator was 41.4% and in the second meeting it increased to 54.7%.

Indicators of the desire to get appreciation in learning by 39.1%; while at the second meeting it increased to 50.8%. This is shown by the number of students who point their hands to present the results of their group work and provide feedback on the results presented by their friends. In addition, if the teacher gives questions, both about past and future lessons, students are competing to move forward to solve these questions. In cycle I, students' interest in the problems given by the teacher increased. The desire to complete the task well at the first meeting was 38.3%; and at the second meeting of 53.1%. This can be seen from students doing homework given by the teacher and when given assignments, students tend to compare the results they get with the work of their friends. The desire of students to achieve high achievements is very large. This can be seen from the increase achieved by students at each meeting in cycle I. At the first meeting the percentage of students who achieved this indicator was 39.8%, while in cycle II it increased to 51.6%. But on this indicator, not all students can achieve these indicators. This is

because students with low abilities find it very difficult to adapt to students with high abilities.

The percentage of students wanting to get a score in accordance with what was done at the first meeting was 48.4%, while at the second meeting it increased to 59.4%. This can be seen from the learning outcomes obtained by students after daily tests. The average score increased in the first cycle to 60 while the percentage was 46.7%. Student motivation in the first cycle is quite satisfying. This is because students are less familiar with the applied SSCS. So far, students' motivation in learning is only through encouragement given by the teacher, whereas through the application of the SSCS learning model students are required to be able to motivate themselves and also the motivation given by the teacher to take part in the mathematics learning process through the application of SSCS.

3. Cycle II

of SSCS learning in the mathematics learning process is still lacking and not optimal. Student motivation in the learning process obtained from the observation sheet is not satisfactory. To further increase students' learning motivation, it is necessary to redesign an action in cycle II. The main action in cycle I was maintained in cycle II, namely the application of SSCS in learning mathematics. Observation of student activity is carried out during the learning process. There were 10 student activities that were observed which were relevant to the activities carried out by the teacher. More details on the results of observations of student activity can be seen in table 4:

Table 4. Observation Results of Student Activities

NO	Student Activity	Cycle I P1		Cycle I P2		Average	
		Score	%	Score	%	Score	%
1	Pay attention to the learning objectives conveyed by the teacher	71	73.96	74	77.08	73	75,52
2	Answering questions asked by the teacher related to past subject matter	73	76.04	77	80,21	75	78,13
3	Listen to the motivation conveyed by the teacher related to everyday life	71	73.96	76	79,17	74	76,56
4	Pay attention to the subject matter delivered by the teacher	75	78,13	78	81.25	77	79,69

5	Form predetermined groups	74	77.08	77	80,21	76	78.65
6	Receive worksheets given by the teacher	76	79,17	79	82,29	78	80,73
7	Students complete LKS sequentially according to the steps of implementing SSCS learning	71	73.96	76	79,17	74	76,56
8	Students present the results of their group work in front of the class	77	80,21	82	85,42	80	82,81
9	Doing questions and answers on friends' presentations and asking things that are not understood to the teacher	67	69,79	76	79,17	72	74,48
10	Students conclude the subject matter together with the teacher	65	67,71	76	79,17	71	73,44
Amount		720	75.0	771	803.1	746	776.6
Average		72	75.0	77,1	80,31	75	77,66
Criteria		pretty good		Good		Good	

Source: 2022 research processed data

Information:

Score 3 = Good (B)

Score 2 = Fairly Good (CB)

Score 1 = Not Good (KB)

score of 746 with an average value of 77.66%.

This is an increase from the previous cycle. Cycle II consisted of the first meeting, the second meeting, and the third meeting. Increasing student motivation in cycle II can be seen in table 5.

Based on table 4, it is known that student activity in cycle II is classified as good with a

Table 5. Observation Results of Student Learning Motivation

No	Learning Motivation Indicator	Meeting I		Meeting II		Average	
		Amount	%	Amount	%	Amount	%
1	Comfort in learning	91	71,1	101	78.9	96	75.0
2	Courage in expressing opinions	99	77,3	102	79.7	101	78.5
3	Courage in asking questions	90	70,3	97	75.8	94	73.0
4	Desire to acquire useful knowledge	101	78.9	106	82.8	104	80.9
5	Fun learning	101	78.9	102	79.7	102	79.3
6	Desire to gain appreciation in learning	105	82.0	106	82.8	106	82.4
7	Desire to complete tasks well	97	75.8	101	78.9	99	77,3
8	The desire to achieve high achievements	103	80.5	107	83.6	105	82.0
9	The desire to get value in accordance with the effort made	97	75.8	102	79.7	100	77,7
Average		98.2	76,7	102.7	80,2	100.4	78.5

Source: 2022 Research Processed Data

Research Exposure

Student motivation increased from the first meeting, second meeting, and third meeting in almost all indicators. Students are motivated to take part in the mathematics learning process.

This is because students are getting used to learning through the application of SSCS learning. Analysis of the results of observations of increasing student motivation for each indicator at the first meeting, second meeting, and third

meeting of cycle II is described below. From the data obtained, it can be seen that students are more comfortable in learning. At the first meeting 71.1% and at the second meeting 78.9. This can be seen from the excitement of the students in participating in the mathematics learning process and completing the tasks given by the teacher. In the courage activity in expressing opinions, at the first meeting 77.3% and at the second meeting 79.7. This can be seen during group discussions, almost every member of the group expressed an opinion to complete the tasks given by the teacher. In asking questions, students do not need to be asked again. Students often ask the teacher about subject matter that they do not understand. In this indicator, the percentage of students who did this activity was 70.3% at the first meeting and 75.8 at the second meeting.

In the activity of wanting to gain useful knowledge, the percentage of students at the first meeting was 78.9% and at the second meeting was 82.8. This can be seen from the activeness of the students in solving the challenges given by the teacher enthusiastically. From the data obtained, it appears that students learn with a happy feeling from the first meeting, at the first meeting 78.9% and at the second meeting 79.7. This can be seen from every time the teacher gives assignments, students happily accept these assignments and immediately try to complete these assignments properly and correctly. In this second cycle, the desire of students to get awards in learning is very high. This can be seen at the first meeting 82.0% and at the second meeting 82.8. The desire of students to complete assignments well at the first meeting was 75.8% and at the second meeting was 78.9. This can be seen from the lack of students who complain about the assignments given by the teacher. Students always try to complete the tasks given by the teacher.

When the group activities took place, the class atmosphere at the first, second and third meetings of cycle II was increasingly disorderly. This is because students want to achieve high achievements by giving frequent responses and always wanting to present the results of their group work in front of the class. In this indicator, the percentage of students who carried out these activities at the first meeting was 80.5% and at the

second meeting was 83.6. The desire of students to get a value that is in accordance with the efforts made in cycle II is getting better and increasing for each meeting. At the first meeting 75.8% and at the second meeting 79.7. The average score increased significantly in cycle II to 100.4 while the percentage was 78.5%. Through the application of the SSCS learning model it makes students more motivated in learning. Without motivation to learn, the learning process will not be achieved. By working together and being able to find the concept of the material being studied, students are more motivated to participate in the learning process through the application of the SSCS learning model.

According to Ubaidah and Wijayanti (2020) the SSCS learning model has the characteristics that the learning process consists of four phases, namely the first phase of *search* which aims to identify problems, the second phase of *solve* which aims to plan problem solving, the third phase of *create* which aims to carry out problem solving, and fourth is the *share phase* which aims to convey the solution to the problem being carried out. In carrying out the research, it is also assisted by the reward and punishment method so that the learning process gives a pleasant impression but is still easy to understand. According to Shoimin (2018) a reward as an educational tool is given if a student does something good, has succeeded in reaching a certain stage of development, or has achieved a goal. what the child wants. Purwanto (2014) argues that punishment is suffering given by someone (parents, teachers, and others) after someone commits an offense, crime, or mistake. The SSCS learning model can trigger students to be more active in the learning process because it can provide opportunities for students to hone their abilities.

According to Carolina, et al. (2017) the SSCS model is one form learning focuses on students, where students participate actively in solve problems and find solution to the problem, as well work together to solve problems with logical arguments. The SSCS model has a description of step in the problem solving process which opens opportunities for students to be able to apply and improve skills them in getting a

solution for the problem. Lartson stated that " The SSCS model in learning is a model for teaching students how to solve problems and improve solving skills problem" (Rahmawati, 2016; Hartari., et al, 2016). This is accompanied by motivation to learn mathematics, which is internal and external encouragement that changes the energy in individuals to drive behavior and maintain it, resulting in changes in behavior that lead to learning activities in mathematics (Umairah, & Zulfah, 2020).

Learning motivation is reflected in the attitude of attention given by students during the learning process, and having enthusiasm and responsibility in carrying out the tasks given by the teacher (Ningtiyas, & Surjanti, 2021). The essence of learning motivation is internal and external encouragement to students who are in the learning process to bring about changes in behavior, generally with several supporting indicators or elements. Indicators of learning motivation can be classified as follows (1) the desire and desire to succeed; (2) there is encouragement and need in learning; (3) there are hopes and aspirations for the future (4) there is appreciation in learning; (5) there are interesting activities in learning; (6) the existence of a conducive environment that allows students to learn well (Uno 2013). Learning motivation is very important in learning activities in order to foster a desire and desire to learn and motivation will determine the intensity of learning efforts carried out by students, the existence of learning motivation is something that is needed in learning activities because it can create feelings of enthusiasm and pleasure in learning. With good motivation in learning, mathematical reasoning abilities will develop optimally (Destyana, & Surjanti, 2021).

Mathematical reasoning plays a very important role in students' thinking processes because if students' reasoning skills are not developed, learning mathematics will only become material that follows a series of procedures and imitates examples without knowing the meaning (Izzah, & Azizah, 2019). Mathematical reasoning is the ability to analyze, generalize, synthesize/integrate, justify well and solve non-routine problems (Konita, Asikin, &

Asih, 2019). In line with Mirlanda, Nindiasari, and Syamsuri (2020), reasoning is a "basic skill" of mathematics and is necessary for a number of purposes to understand mathematical concepts, to use mathematical ideas and procedures flexibly and to reconstruct understood, but forgotten mathematical knowledge . So that in this study the implementation of *the* SSCS learning model can increase students' motivation to learn mathematics, as well as deepen students' mathematical reasoning in the learning process.

CONCLUSIONS AND RECOMMENDATION

Based on the results of data analysis, it can be concluded that the application of SSCS learning can increase the motivation to learn mathematics for class VII.C SMPN 4 Tambang Kampar Regency even semester of the 2021/2022 academic year. The average score of learning motivation obtained by students in the pre-cycle was 45.0 while the percentage was 35.2%, the average score increased in cycle I to 60 while the percentage was 46.7%, and the average score increased significantly in cycle II 100.4 while the percentage is 78.5%.

Based on the results and research findings, the researcher provides several suggestions, including : It is hoped that SMPN 4 Tambang Kampar Regency teachers can apply SSCS learning as an alternative learning model that can be used to improve the learning process and increase student learning motivation on suitable material. For teachers who want to implement SSCS learning in order to be able to emphasize students to read in advance about the material that will be discussed at the next meeting, so that students can come up with other ideas to complete the assignments given by the teacher. So that students are not focused only on the steps to solving the questions given by the teacher in the LKS. For teachers who want to apply SSCS learning in order to be able to evaluate students' answers in more detail so that students can understand the subject matter in more depth. For future researchers, they should examine more deeply about the application of SSCS learning in increasing student learning motivation.

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