



THE INFLUENCE OF LEARNING METHODS AND LEARNING INTEREST ON IPS LEARNING OUTCOMES CLASS VI STUDENTS OF STATE ELEMENTARY SCHOOL 053993 LUBUK KERTANG

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Abstract

This study aims to: (1) analyze the differences in students' social studies learning outcomes taught using the PAIKEM method compared to the Picture and Picture method; (2) Analyzing the differences in social studies learning outcomes of students who have high interest in learning compared to students who have low interest in learning; (3) Knowing the interaction between learning methods and students' interest in learning in influencing students' social studies learning outcomes. The sample in this study were 40 students of the State Elementary School Class 053993 Lubuk Kertang in the 2017/2018 academic year. Collecting data in this study through a questionnaire of interest in learning and social studies learning outcomes test. Hypothesis testing is done by using the Two Way Anova test. The results showed that: (1) Social studies learning outcomes of students taught by the PAIKEM method were higher than those of the Picture and Picture method ($F_{count} = 15,681$ and sig. $0.000 > 0.05$); (2) Social studies learning outcomes of students who have high interest in learning are higher than students who have low interest in learning ($F_{count} = 4.395$ and sig. $0.043 > 0.05$); and (3) There is an interaction between learning methods and interest in learning in influencing students' social studies learning outcomes ($F_{count} = 7.696$ and sig. $0.009 > 0.05$).

Keywords: *Learning Methods, Learning Interests, Learning Outcomes*

A. Introduction

Teachers in the current era of information and communication technology are not just teaching (transfer of knowledge) but must be learning managers (Yusrizal et al., 2017). This means that every teacher is expected to be able to create learning conditions that challenge students' creativity and activity, motivate students, use multimedia, multiple methods, and multiple sources in order to achieve the expected learning objectives (Ulfa & Saifuddin, 2018). The implementation of education for students is one way to prepare quality human resources and the basis for the formation of a complete personality. Therefore, in providing this education there are aspects that must be developed and instilled in students, including cognitive, affective, psychomotor aspects including language, religious, moral and social values. The education provided must touch on social aspects including tolerance, caring, mutual respect, mutual respect, being able to work together, empathy and so on.

Social studies teaching in elementary schools is aimed at fostering students to understand their potential and roles in various ways of life, to live up to the necessity and importance of socializing with a full sense of togetherness and kinship, and to be adept at playing a role in their environment as social beings and good citizens (Yusrizal et al., 2019). For this reason, social studies teaching must be able to bring students to the real reality of life that can be lived by them. Through social studies teaching, it is hoped that the attitude of citizens who are sensitive to social problems will develop which will help children to recognize human relationships with the surrounding environment and social skills through

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social studies lessons. This is in line with the opinion of Bloom (in Susanto, 2014: 44) which states that aspects of skills to be taught through Social studies learning include: 1) Thinking skills, 2) Academic skills, 3) Social skills, and 4) Research skills.

Psychologically, students when participating in learning and learning activities will be influenced by several factors including interest, concentration, reaction, organization, understanding and tests (Sirait, 2016). To stimulate the enthusiasm of students' interest in learning and train students to think creatively, a learning method is needed to special media as an incentive to learn (Sirait, 2016). A good and healthy environment can encourage students to have a desire and enthusiasm for learning. In addition to the environment, the desire and enthusiasm for learning is influenced by the condition of the students themselves at the time of learning, if the conditions faced are not supportive, usually students will tend to be less interested in learning or lack concentration in following each lesson given (Sirait, 2016). According to Indra (2017: 33) students' interest in learning in participating in learning is something important in the smooth teaching and learning process. Students who have a high interest in learning in the learning process can support better learning outcomes, and vice versa, if students' interest in learning is low, the quality of learning will decrease and will affect student learning outcomes. If students' interest in learning is not good, then students will feel lazy to study so that it will have an impact on student achievement which becomes less than optimal. and vice versa, the low learning interest of students, the quality of learning will decrease and will affect student learning outcomes. If students' interest in learning is not good, then students will feel lazy to study so that it will have an impact on student achievement which becomes less than optimal. and vice versa, the low

learning interest of students, the quality of learning will decrease and will affect student learning outcomes. If students' interest in learning is not good, then students will feel lazy to study so that it will have an impact on student achievement which becomes less than optimal.

The results of the initial observations that the researchers did in Class VI in social studies lessons at State Elementary School 053993 Lubuk Kertang There are several very crucial problems regarding student interest in learning, including many students who are found talking to themselves during the learning process so that it is very disruptive to the continuity of the teaching and learning process. In addition, sometimes students also often ask permission from the teacher to leave the class. However, a problem that is very urgent and must be a teacher's attention is the lack of student activity in participating in learning, it can be seen from the absence of students asking questions or responding to teachers who are providing material.

The ideal conditions that are expected from the results of social studies learning are considered not in accordance with expectations, because student activity in social studies learning is very necessary because in principle learning is doing (Fatmawati et al., 2020; Yusrizal & Fatmawati, 2020). Act to change behavior by doing activities. Activity is a very important principle or principle in teaching and learning interactions, both teacher and student activities and also the existence of learning resources that support the implementation of teacher and student activities. However, in reality, student activity during learning takes place is very low, resulting in low social studies learning outcomes (Fatmawati et al., 2021).

Teachers must pay attention to the approach that needs to be taken in teaching such as the selection of appropriate teaching methods

and strategies and can increase student activity in learning. The learning process using conventional methods is still not enough to give a deep impression on students, because the teacher's role in delivering material is more dominant than the activeness of the students themselves (teacher centered). In order for these efforts to be successful, learning methods must be selected according to the situation and conditions of students and the learning environment, students can be active, interactive and creative in the learning process. The selection of the right learning method is a step of the creativity of a teacher so that students do not get bored or bored in receiving lessons. The selection of the right learning method will also clarify the concepts given to students so that they are enthusiastic about thinking and playing an active role.

B. Method

This type of research is an experimental research with a 2x2 factorial design. This research was conducted in State Elementary School 053993 Lubuk Kertang. The sample in this study was class VI students consisting of 2 classes with each class totaling 20 students. The data collection technique used a learning interest questionnaire and student learning outcomes tests. The data analysis technique used is descriptive and inferential statistical techniques. Hypothesis testing was carried out with the Two Way Anova test with a significant level of 0.05. Before the Two Way Anova test was carried out, the analysis requirements were first tested, namely the normality test and the data homogeneity test. The normality test was carried out by the Shapiro-Wilk test while the homogeneity test of the data was carried out by the Levene test with a significant level of 0.05.

C. Finding and Discussion

1. Result

a. Social Studies Learning Outcomes of Students Taught by the PAIKEM Method

Based on the data obtained and the results of statistical calculations, it is known that the social studies learning outcomes of students taught by the PAIKEM method get the lowest score, namely 73, and the highest score is 100, with an average of 87; variance of 62.78 and standard deviation of 7.92. The frequency distribution of social studies learning outcomes scores of students taught using the PAIKEM method is visually shown in the following histogram image:

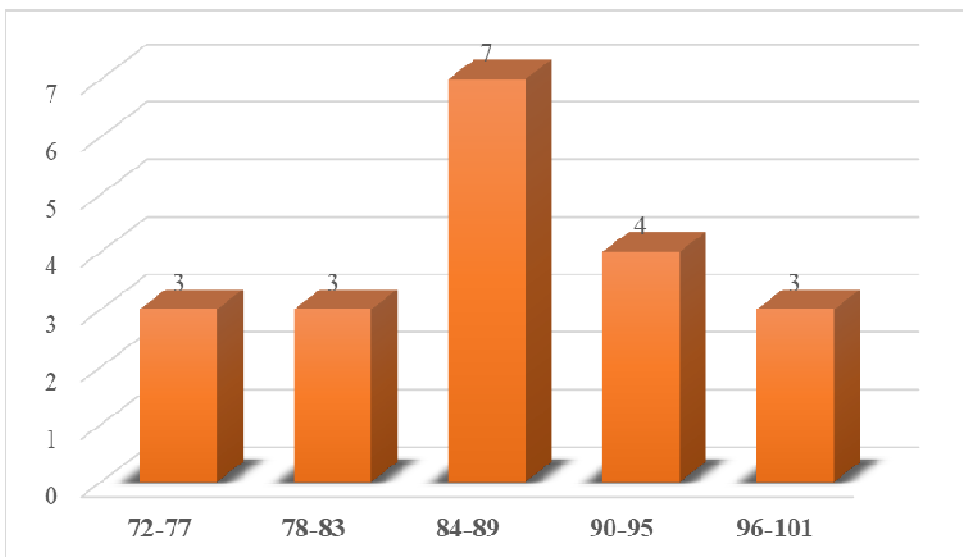


Figure 1. Histogram of Social Studies Learning Outcomes of Students Taught by the PAIKEM Method

b. Learning Outcomes Social Studies Learning Outcomes of Students Taught by the Picture and Picture Method

From the data obtained and the results of statistical calculations, it is known that the social studies learning outcomes of students who are taught by the Picture and Picture method get the lowest score, which is 64, and the highest score is 96, with an average of 78; variance of 74.78 and standard deviation of 8.65. The frequency distribution of social studies learning outcomes scores of students taught by the Picture and Picture method is visually shown in the following histogram form:

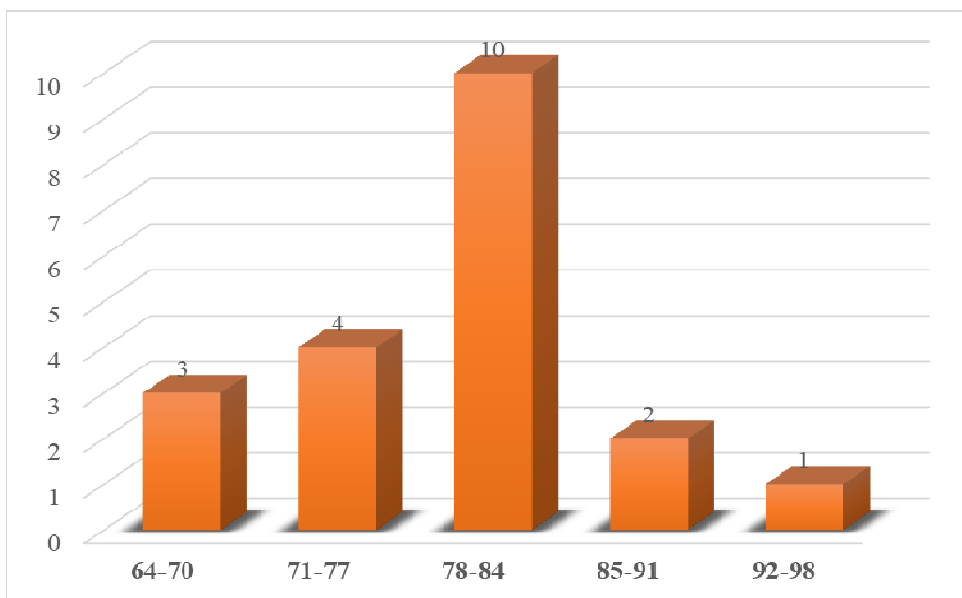


Figure 2. Histogram of Social Studies Learning Outcomes of students taught by the Picture and Picture Method

c. Social Studies Learning Outcomes of Students Who Have High Learning Interest

From the data obtained from the results of statistical calculations, it is known that the social studies learning outcomes of students who have high learning interest get the lowest score, namely 64, and the highest score is 100, with an average of 84.67; variance of 100.24 and standard deviation of 10.01. The frequency distribution of social studies learning outcomes scores of students who have high interest in learning is visually shown in the following histogram image:

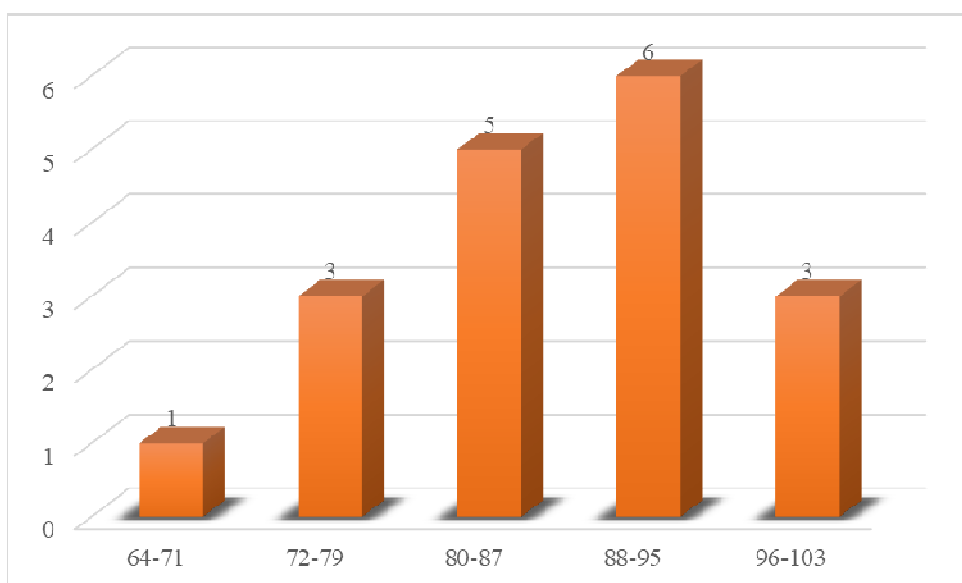


Figure 3. Histogram of Social Studies Learning Outcomes for Students with High Learning Interest

d. Social Studies Learning Outcomes of Students with Low Learning Interest

From the data obtained and the results of statistical calculations, it is known that the social studies learning outcomes of students who have low interest in learning get the lowest score of 64, and the highest score of 96, with an average of 80.73; variance of 68.02 and standard deviation

of 8.25. The frequency distribution of social studies learning outcomes scores of students who have low interest in learning is visually shown in the following histogram image:

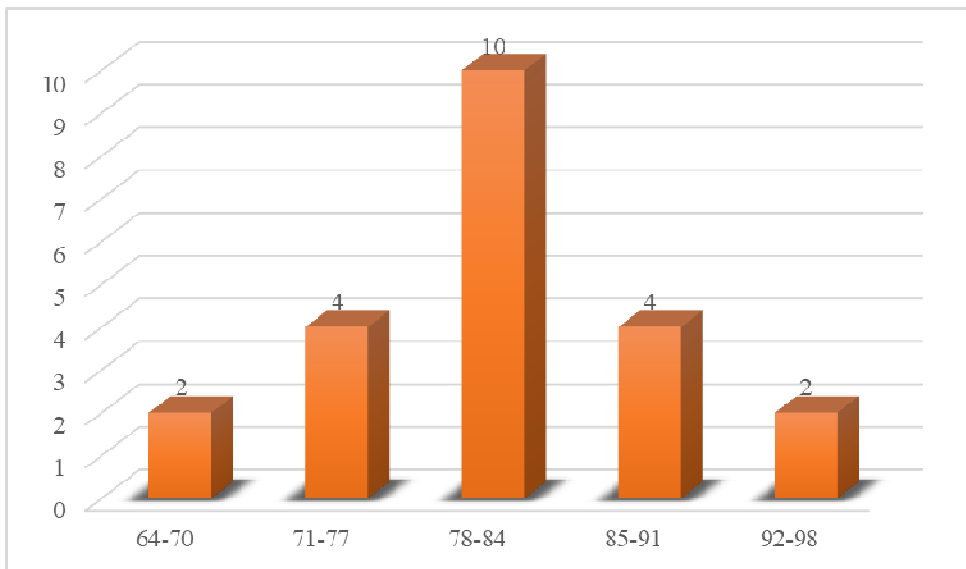


Figure 4. Histogram of Social Studies learning outcomes for students with low interest in learning

e. Hypothesis test

Hypothesis testing in this study uses two-way ANOVA with 2x2 factorial, hypothesis testing is calculated with the help of SPSS version 23. Hypothesis testing data can be seen in the following table:

Table 1. SPSS Output ANOVA Calculation Results

Tests of Between-Subjects Effects					
Dependent Variable: Social Studies Learning Outcomes					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.

Corrected Model	1320,000a	3	440,000	8,057	,000
Intercept	270424,384	1	270424,384	4951,820	,000
Learning methods	856,384	1	856,384	15,681	,000
Interest to learn	240,024	1	240,024	4,395	.043
Method_Learning * Interests_Learning	420,269	1	420,269	7,696	,009
Error	1966,000	36	54.611		
Total	275536,000	40			
Corrected Total	3286,000	39			
a. R Squared = ,402 (Adjusted R Squared = ,352)					

Table 2. Comparison of Learning Outcomes Based on Learning Methods

1. Learning Method				
Dependent Variable: Social Studies Learning Outcomes				
Learning approaches	mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
PAIKEM method	87,750	1,687	84,330	91.170
Picture and Picture method	78,400	1,652	75.049	81,751

Table 3. Comparison of Social Studies Learning Outcomes Based on Learning Interests

2. Interest in Learning	
Dependent Variable: Social Studies Learning Outcomes	

Interest to learn	mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Low interest in learning	85,550	1,753	81,995	89,105
High interest in learning	80,600	1,582	77,391	83.809

- **First Hypothesis**

The statistical hypotheses tested were:

H_0 : A1 A2

H_a : A1 > A2

Based on the SPSS output in Table regarding Social Studies learning outcomes based on the Learning Method, it is obtained that the value of $F_{count} = 15,681$ and the probability value or significant value of the learning approach is $0.000 < 0.05$. Thus, it can be said that there is a significant difference between the average social studies learning outcomes of students taught using the PAIKEM method compared to the Picture and Picture method. Furthermore, based on the SPSS output on the comparison of social studies learning outcomes based on the learning method in Table 4.18, it was found that the average social studies learning outcomes of students taught by the PAIKEM method were 87,750. While the social studies learning outcomes of students who are taught by the Picture and Picture method are 78,400. This indicates that the average social studies learning outcomes of students taught by the PAIKEM method are higher than the average social studies learning outcomes of students taught by the Picture and Picture method. So that the hypothesis testing rejects H_0 and accepts H_a . With the conclusion that the social studies learning outcomes of students taught by the PAIKEM method were higher than the Picture and

Picture method.

- **Second Hypothesis**

The statistical hypotheses tested were:

$$H_0: b_1 = b_2$$

$$H_a: b_1 > b_2$$

Based on the SPSS output in Table regarding social studies learning outcomes based on interest in learning, it is obtained that the value of $F_{count} = 4.395$ and value probability or significant value of $0.043 < 0.05$. Thus it can be said that there is a significant difference between the average learning outcomes of students who have a high interest in learning compared to the learning outcomes of students who have a low interest in learning. Furthermore, based on the output of SPSS regarding the comparison of social studies learning outcomes based on student interest in learning in Table 4.19, it is found that the average social studies learning outcome of students who have high learning interest is 85,550. While the social studies learning outcomes of students who have low interest in learning are 80,600. This shows that the average social studies learning outcomes of students with high interest in learning are higher than the average social studies learning outcomes of students with low interest in learning. So that the hypothesis testing rejects H_0 and accepts H_a .

- **Third Hypothesis**

The statistical hypotheses tested were:

$$H_0: A \times B = 0$$

$$H_a: A \times B \neq 0$$

Based on the SPSS output in Table is obtained that $F_{\text{count}} = 7.696$ and a significant value of 0.009 with $\alpha = 0.05$. Then it can be seen that the value of sig. $0.009 < 0.05$ so that the hypothesis testing rejects H_0 and accepts H_a .

2. Discussion

Teachers must pay attention to the approach that needs to be taken in teaching such as the selection of appropriate teaching methods and strategies and can increase student activity in learning. The learning process using conventional methods is still not enough to give a deep impression on students, because the teacher's role in delivering material is more dominant than the activeness of the students themselves (teacher centered). In order for these efforts to be successful, learning methods must be selected according to the situation and conditions of students and the learning environment, students can be active, interactive and creative in the learning process. The selection of the right learning method is a step from the creativity of a teacher so that students are not bored or bored in receiving lessons.

Based on the results of the study, it was found that the social studies learning outcomes of students taught by the PAIKEM method were higher than the picture and picture method. This indicates that the use of the PAIKEM method is appropriate for teachers to use in improving students' social studies learning outcomes.

ExistencefieldSocial studies studies have a big role in the context of the development process of a nation, this field is still considered a field that is not too important by students, who prefer the field of natural science studies, because natural science is considered to have better prospects in the professional world they will be pursuing. in the future, this will lead to a lack of interest in learning Social Sciences (IPS) in junior high school level students (Awalluddin, 2018). The ideal conditions

expected from social studies learning outcomes are considered not in line with expectations, because student activity in social studies learning is very necessary because in principle learning is doing. Act to change behavior by doing activities. Activity is a very important principle or principle in teaching and learning interactions, both teacher and student activities and also the existence of learning resources that support the implementation of teacher and student activities. However, in reality, student activity during learning takes place is very low, resulting in low social studies learning outcomes.

Based on the results of the study found that the learning outcomes of students who have a high interest in learning are higher than the learning outcomes of students who have an interest study low. This indicates that the level of antisia of children in receiving learning will have a major effect on the learning outcomes obtained by students. This fact is in line with the findings Awalluddin (2018) in his research which states that there is a significant effect of the variable interest in learning on learning outcomes, which means that if interest in learning is increased, learning outcomes will change. Thus, teachers in the field of study should be able to increase students' interest in learning by providing understanding, explanations and cause-and-effect relationships, as well as linkages between learning materials and concrete life that will be faced by students in the future so that students are stimulated and have an interest in the field

D. Conclusion

Based on the discussion that has been described previously, several conclusions can be drawn including the following:

1. Social studies learning outcomes of students taught by the PAIKEM

method were higher than those of the Picture and Picture method ($F_{\text{count}} = 15,681$ and sig. $0.000 > 0.05$).

2. Social studies learning outcomes of students who have high interest in learning are higher than students who have low interest in learning ($F_{\text{count}} = 4.395$ and sig. $0.043 > 0.05$).
3. There is an interaction between learning methods and interest in learning in influencing students' social studies learning outcomes ($F_{\text{count}} = 7.696$ and sig. $0.009 > 0.05$).

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