

The Influence Of Learning Models On Students' Integrated Economic Sciences Learning Outcomes

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ABSTRACT

This research aims to reveal the influence of the learning model on the economics integrated social science (IPS) learning outcomes of Setu Bekasi State Junior High School (SMP) 1 students. The research method used is quantitative research with an experimental approach. The population in this study was class VIII students at SMP Negeri 1 Setu Bekasi, totaling 400 students. The sample used in this research was divided into two classes, namely class VIII.1 which was the experimental class with 40 students and class VIII.2 which was the control class with 40 students. The experimental class applies power point learning media and the control class uses conventional learning media. Data collection for this research used an integrated Social Studies Economics learning outcomes test. The data analysis technique uses comparative quantitative. The hypothesis testing method used is t test analysis. The research results revealed: The t test calculation was $0.000 < 0.05$, or H_0 was rejected. Thus the hypothesis proposed is supported by empirical data and from the results of further tests it can be seen that the learning outcomes of students who use Power Point media are higher than students who use conventional media, so it can be concluded that Power Point learning media influences the learning outcomes of class VIII students in integrated economics social studies subject at SMPN 1 Setu Bekasi.

Keywords:

Power Point media,
Integrated Economics
Social Sciences
learning outcomes

INTRODUCTION

Education through schools is very important, student development can be done through student activities and the learning process at school. Through formal education at school the role of the teacher becomes very important. The role of the teacher in question is related to the role of the teacher in the learning process. Teachers are a very dominant determining factor in education in general, because teachers play a role in the learning process, where the learning process is the core of the overall educational process. The role of a teacher includes many things, namely teachers can act as teachers, class leaders, mentors, learning environment regulators, learning planners, supervisors, motivators, and as evaluators. Teachers, as part of the educational workforce, have a very important position in achieving education in schools. Basically, teachers must be able to help with the difficulties faced by their students in the learning process, for this reason teachers are required to get to know their students' personalities more closely.

The process of assessing or estimating the student's condition is the first step to find out more about the student's condition and then evaluate it so that it is more concrete and closer to understanding the student's condition. It is hoped that if the teacher really knows the student's condition, it will make it easier to provide learning material that suits their needs, interests and students' talents so that students as students become happy, feel comfortable in learning, are diligent and tenacious in facing tasks so that in the end students feel satisfaction in their learning. Satisfaction

for a student is a feeling of pleasure in a subject and in achieving the material provided and even a feeling of satisfaction in achieving learning outcomes. The implementation of teaching and learning activities is an interaction between teachers and students which is quite dominant in providing a sense of satisfaction to students. Learning outcomes are the skills and attitudes that students acquire after receiving treatment given by the teacher so that they can apply this knowledge to everyday life. Learning outcomes in a school or class can be marked by the results of daily tests or mid-semester tests. Economics learning is dynamic learning and is close to students' daily lives. Rationality, choice, profit and risk are things that are often encountered in economic activities and are taught in economics subjects where students study them at the formal education level. In connection with this, economics learning must be prepared according to students' needs to face challenges in everyday life and in the future.

Learning media is a tool in the teaching and learning process. Media functions to connect information from one party to another. Media can also be said to be anything that can be used to stimulate students' thoughts, feelings, attention and abilities or skills so that they can encourage the learning process. By taking advantage of current advances in technology and information, teachers can also use internet media to retrieve various materials or videos related to lessons. Media is one of the important factors to support the teaching and learning process. If a teacher cannot use learning media appropriately and correctly then the material delivered by the teacher is likely not to be reached or cannot be understood by students because the media used by the teacher is less interesting or Only relying on textbooks and teachers who don't provide insight into current technological advances means students will feel bored, sleepy, lazy and have no interest in these subjects. Apart from that, there are also many students who come in and out of class because they feel bored with the lesson. Meanwhile, to produce satisfactory learning results, creativity is needed from the teacher himself to create a fun and meaningful learning atmosphere, and creativity is also needed in creating new, more interesting media so that students can quickly accept the material being taught.

The ultimate goal of the teaching and learning process is to achieve satisfactory learning outcomes, making the learning objectives successful. According to Bloom in Supriyadi (2018:14), learning outcomes are defined as the results of changes in behavior, encompassing three domains: the cognitive domain, which involves knowledge, understanding, application, analysis, synthesis, and evaluation; the affective domain, which involves acceptance, attention, conception, adaptation, appreciation, and unification; and the psychomotor domain, which involves imitation, employment, care, coordination, and naturalization.

According to Abdurrachman in Kent Kennedy (2017:45) learning outcomes are the abilities that children have after going through learning activities. According to A.J. Romizowski in Kent Kennedy (2017:46) learning outcomes are the output of an input processing system. The input from the system is in the form of various information while the output is action or performance. According to Cecep Kustandi and Bambang Sutjipto in Prasetyo Adi Nurcahyo (2016: 7) argue that learning media is a tool that can help the teaching and learning process and functions to clarify the meaning of the message conveyed, so that it can achieve learning goals better and more perfectly. According to Gerlach & Ely in Azhar Arsyad (2017:3), media, when

understood in broad terms, are people, materials, or events that create conditions that enable students to acquire knowledge, skills, or attitudes.

RESEARCH METHODS

This research aims to reveal the influence of learning media on the economics integrated social studies learning outcomes of class VIII students at SMP Negeri 1 Setu, Bekasi Regency. This research was carried out on class VIII students at SMP Negeri 1 Setu, Bekasi Regency, totaling 400 students divided into 10 classes. This research was conducted in the even semester of the 2022/2023 academic year. The research method used in this research is a quantitative research method with an experimental approach. The experimental method is a research method used to find the effect of certain treatments on other treatments under controlled conditions. In this research, researchers use experimental type research because in this type of research, researchers can compare one or more variables.

Experimental Method

B	A
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A1 A2

Information :

B : Economics integrated social studies learning outcomes

A : Learning media

A1 : Power point learning media (PPT)

A2 : Conventional learning media

According to Moh. Nazir in Supriyadi (2018:46) population is a collection of measurements about something that we want to make inferences about. Population is concerned with data, not with people or objects. The population in this study was all class VIII at SMP Negeri 1 Setu, Bekasi Regency, totaling 400 students. The sampling technique that will be used in this research is cluster sampling, namely the technique of selecting a sample from groups of small units or clusters. The population of the sample is a subpopulation of the total population. The elements in a cluster are not homogeneous, which is different from the elementary units in strata. Each cluster has heterogeneous members who represent each population itself. Kadir in Supriyadi (2018) Collecting data means recording events, characteristics, elements, values of a variable. The results of this recording produce raw data whose usefulness is still limited. So that the data we obtain has high validity, it is necessary to develop data collection instruments that are also valid. So that the data obtained can describe the actual situation. An instrument is a tool for measuring something that is being measured. There is one instrument that will be used in this research, namely: the integrated economics social studies learning outcomes instrument.

RESEARCH RESULTS AND DISCUSSION

1. Integrated Economics Social Sciences Learning Outcome Score Using Power Point Media

The learning outcome scores obtained from the research site were analyzed using SPSS 20. The results of the analysis were as follows: Based on the results of data processing, it can be described as the results of integrated social studies economics (A1) learning for 40 respondents from class VIII students at SMP Negeri 1

Setu, Bekasi Regency, obtained from power point media lowest empirical score 68 and highest empirical score 98, score range 34. Average score (mean) 82.27 standard deviation 8.211, mode 79, median 85.50.

2. Social Studies Learning Outcome Scores for Students Using Conventional Media

Based on the results of data processing, it can be described the results of learning social studies integrated in Economics (A2) of 40 respondents from class VIII students at SMP Negeri 1 Setu, Bekasi Regency, obtained by using conventional media the lowest empirical score was 60 and the highest empirical score was 88, the score range was 39. Average average score (mean) 69.57 standard deviation 9.772, mode 71, median 71.00.

Data Analysis Requirements Testing

a. Normality Test

To find out whether the data that the author collected and researched included normally distributed data or not, the author carried out tests using software tools, namely SPSS version 20, the results of which can be seen in the following table:

a) Power Point Learning Media Score Normality Test

The prerequisite test results, namely the data normality test, were obtained by Kolmogorov-Smimoz of 0.582, this figure is the same as the manual results and the Asymp value. Sig. (2-tailed) is 0.662 or can be written as probability (p-value) = $0.662 > 0.05$ or H_0 is accepted. Thus, the group of data on economics integrated social studies learning outcomes provided with power point learning media has a normal distribution.

b) Normality Test for Conventional Learning Media Scores

From the data above, the Kolmogorov-Smimoz value is 0.724, this figure is the same as the manual results and the Asymp value. Sig. (2-tailed) is 0.683 or can be written as probability (p-value) = $0.683 > 0.05$ or H_0 is accepted. Thus, the group of data on economic integrated social studies learning outcomes given by conventional learning media has a Normal distribution.

b. Homogeneity Test

The homogeneity test is carried out with the aim of finding out whether the distribution of each variable does not deviate from the characteristics of homogeneous data. Homogeneity testing is carried out on dependent regression variants or independent variables using statistics. From the results of the analysis in the Test of Homogeneity of Variances table, $F = 0.323$; $df_1 = 1$; $df_2 = 78$, and $p\text{-value} = 0.728 > 0.05$ or H_0 is accepted. Thus, both groups of data come from homogeneous groups.

c. Hypothesis Testing

The results of hypothesis testing using SPSS 20 are as follows: In the Group Statistics table you can see that the average ability of learning outcomes using power point media is 82.27 and the standard deviation is 8.211. As well as student learning outcomes without power point media / conventional media, the mean is 69.57 and the standard deviation is 9.772. This means that the results of students' integrated economics social studies learning using power point media are higher. In the table Equal variances assumed and the Levene's test for Equality variances row, $F = 0.121$ is obtained with the number sig. Or $p\text{-value} = 0.730 > 0.05$, which means the population variance of the two groups is the same or homogeneous. Because the data variance is homogeneous, the Equale variances assumed column will be selected, and in the t-test for Equality Means

row, $t = 7.639$, $df = 78$ and sig. (2 tailed) or $p\text{-value} = 0.000/2 = 0.000 < 0.05$, or H_0 is rejected. In this way, the proposed hypothesis was tested by empirical data, so it was concluded that the students' ability to achieve integrated economics social studies learning outcomes using Power Point learning media was higher than that of students given conventional learning media.

Discussion

Learning media has a role in the student learning process, such conditions will have a direct influence on the activities carried out by students which will then influence mastery of the material and achievement of learning outcomes. Based on the characteristics of learning activities developed through two learning approaches, it also directly influences learning outcomes. Through the analysis data, information was obtained that the lowest value was for learning outcomes. In learning theory, it is explained that learning activities will influence changes in behavior after students take part in a series of learning activities managed by the teacher. Thus it is clear that learning takes place through the interaction of students with their environment. This interaction is directed and managed in such a way that students are able to absorb every concept presented in learning activities. The more complex and more planned the management of the learning process, the more optimal the changes in behavior that students will experience. Learning activities are an active effort by students to change their behavior and abilities so that they change from not knowing to knowing, from being unskilled to being skilled, and so on, where this change leads to a better quality of life than what was obtained previously. To optimize changes in students, students are conditioned in such a way that the changes that occur in students are obtained through their own experiences in interaction with their environment. Cooperative learning is a group learning activity that is organized so that learning is dependent on social structures and the exchange of information between members is high and each member is responsible for their group and each group member is encouraged to increase their knowledge.

Based on this theory, the learning experienced by students is very dependent on the learning media used, the better the media used, the higher the changes obtained by students. One of the learning media that can play an optimal role in improving mastery of the material is Power Point learning media, which is a tool developed to encourage students to be reflective of the lesson material. Allows students to personally formulate their experiences and share experiences with other group members as well as encouraging students to think at a higher level and develop skills in solving problems.

By understanding the relationship between learning activities and achieving learning outcomes, it is clear that the use of Power Point media is able to improve student learning outcomes, compared to students who are taught without using Power Point media. In this case, students who were taught through power point media had an average learning outcome of 82.27, while the lowest score was 68.00 and the highest score was 98.00. This value is higher than the achievement of learning outcomes for students who were not taught through power point media, where the average learning outcome value was 69.57 and the lowest score was 60 and the highest score was 88. Based on these conditions, it can be concluded that there is an influence of learning media on achievement. learning outcomes.

CONCLUSION

In conclusion, the research methodology was robust, employing a valid and reliable research instrument for the systematic collection and description of data. Preceding the hypothesis test, essential prerequisite assessments, namely normality and homogeneity tests, were conducted to ensure the quality and consistency of the research data. Once the data met the required criteria, the hypothesis test was carried out, leading to significant findings. The results indicated that learning media plays a crucial role in influencing integrated economics social studies learning outcomes. Furthermore, a noteworthy observation emerged, revealing that students exposed to PowerPoint learning media exhibited significantly higher average learning outcomes in integrated economics social studies compared to their counterparts who received conventional learning media.

These findings underscore the importance of thoughtful integration of technology, specifically PowerPoint, into the teaching methodology, as it evidently contributes to enhanced student performance and comprehension in the context of integrated economics social studies. The research outcomes provide valuable insights for educators, emphasizing the potential benefits of incorporating innovative learning media to optimize the learning experience and outcomes in the field of integrated economics social studies.

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