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# THE MODEL OF THE KUMON LEARNING MODEL ON STUDENT LEARNING OUTCOMES ON THE SUBJECT MATTER OF NORMA CLASS VII SEMESTER II SMP DHARMA BAKTI MEDAN

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## ABSTRACT

*This study aims to determine the significant effect of the Kumon learning model on Civics learning outcomes on the subject matter of norms. This type of research is a quasi-experimental (quasi-experimental). The population in this study were all class VII SMP Dharma Bakti Medan as many as 2 classes, each class consisting of 30 people. The sample of this study was taken from the population, by means of (cluster random sampling), namely class VII-1 as the experimental class which is taught by the Kumon learning model and class VII-2 as the control class which is taught by the direct learning model. The instrument used in this study was a multiple-choice test with a total of 20 items with 4 options (a, b, c, d) which had previously been tested at a higher class to determine the validity, reliability, level of difficulty and discriminating power of the questions. The results showed, at the end of the study, a post-test was carried out, the average score was obtained 73,33 with standard deviation 10,449 and the control class obtained the average value 62,16 with standard deviation 11,647. The results of the statistical test ($t_{test}$) obtained the price $t_{count}$ = 4,59 dan $t_{table}$ = 1,67 because $t_{count} < t_{table}$, This shows that there is a significant effect of the Kumon Learning Model on Civics Learning Outcomes on the subject matter of Norms in Class VII SMP Dharma Bakti Medan.*

***Keywords***: *Kumon Learning Model, Learning Outcomes, Norm Subject Matter*

## A. Introduction

The education factor is very influential on the quality of the nation. The role of education is very important in creating a smart, peaceful, open and democratic life. Therefore, educational reform must always be carried out to improve the quality of national education. Many students think Civics is a difficult lesson that only interested people can understand, it may be the first image that comes to mind for students and it

has been known that among students, Given the development of increasingly advanced science and technology, everyone is required to improve their achievements in order to face the era of globalization, including a teacher who is always faced with students (students). In particular, Civics teachers have a difficult task, because what is conveyed at school is closely related to science and technology (IPTEK) which will be useful for the future of students. According to Gestalt theory (Susanto, 2016, p. 12), "learning is a developmental process. This means that by nature the child's body and soul are developing. Development itself requires something that comes from the students themselves and the influence of their environment. Based on this theory, student learning outcomes are influenced by two things, the students themselves and their environment. *First, students ; in terms of the ability to think or intellectual behavior, motivation, interest, and readiness of students, both physically and spiritually*. Second, Environment; namely facilities and infrastructure, teacher competence, teacher creativity, learning resources, methods and support for the environment, family, and environment ".

The factors that influence the low learning outcomes can be viewed from the teachers (teachers), students, facilities and infrastructure. From the teacher's side, the teacher is still dominated by the lecture method. Most teachers only explain (tell stories) in front of the class then students only listen and students are not exposed to objects and symptoms directly, but are faced with Civics books, not faced with the real world. And also the use of laboratory equipment is not optimally useful. While the goals and objectives of education there are three aspects to be considered, namely knowledge (cognitive), attitude (affective), and skills (psychomotor). The difficulty of students in learning is not a new problem, in fact these difficulties come from within the students as well as from outside the students, for example the way the presentation of the subject matter or the learning atmosphere is carried out. This problem arises because the learning model applied in schools so far has focused on the teacher as a source of information in the correct amount.

Likewise, from the perspective of students, students often learn by memorizing without forming an understanding of the material being studied, so it is difficult to relate the Civics material that has been studied with events that occur in everyday life. As a result, rote learning occurs, without being able to apply the concept of Civics in everyday life. One model that is able to make students have strong academic abilities is by applying the Kumon learning model to help children gain strong academic abilities by enabling

them to progress beyond their grade level, because the Kumon learning model is an individual learning model. Where students are given assignments starting from a level that they can do on their own easily without mistakes. The worksheets have been designed in such a way that students can understand for themselves how to solve the problems.

In the Kumon program, it not only teaches good learning methods, but also can improve the ability of students to focus more on doing things and foster a sense of self-confidence. This ability will be seen from the child's ability to solve problems in their own way. Students will be taught the basics of calculation to be able to solve more difficult questions, because the Kumon model is also useful for studying Civics more broadly. This learning model was mainly developed to help students develop thinking skills, problem solving and intellectual skills. So that the learning outcomes of students taught using the Kumon learning model obtained Civics learning outcomes on the subject matter of Norms higher than students taught using the direct learning model.

## B. Method

1. Population and Research Sample

This research was conducted in the seventh grade of SMP Dharma Bakti Medan in August. The population in this study were all seventh grade students of SMP Dharma Bakti Medan, which consisted of 2 parallel classes consisting of 30 class VII1 and 30 class VII2. According to information from the principal, that the distribution of students is not based on the level of student ability, it means that students are spread evenly. The sample in this study were two classes, namely class VII1 as the experimental class taught using the Kumon learning model and class VII2 the control class taught using the direct learning model determined by total sampling.

3.1. Sample Class Description Table

| No | Class Name | Description | Amount |
|---|---|---|---|
| 1. | $VII^1$ | Experiment Class | 30 |
| 2. | $VII^2$ | Control Class | 30 |
| Sum | | | 60 |

2. Type of Research

Arikunto says that "correlation or correlational research is research conducted by researchers to find out the relationship between two or more variables without making changes, additions, or manipulations to data that already exists". (Arikunto, 2019, p. 4).

Correlational or correlational research is a study that aims to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables so that there is no variable manipulation.

3. Research Design

This study involved different treatments, namely, between the experimental class and the control class.

Tabel 3.2. *Two Group Pretest – Posttest Design*.

| Class | Pretes | Treatment | Postes |
|---|---|---|---|
| Experiment Class | Tk1 | X1 | Tk2 |
| Control Class | Tk1 | X2 | Tk2 |

Based on the research design above, this research was conducted by taking the following steps.

a. Carry out a pretest to both groups of students.
b. Provide teaching treatment.
   1) In the experimental class is the Kumon model teaching
   2) b) In the control class is the direct learning model teaching.
c. Carry out post-test, to determine student learning outcomes after being given treatment. The test used is the same as the initial test.

## C. Results And Discussion

### 1. Results

This study is an experimental study involving two classes that were given different treatments. Prior to treatment, then both classes are given a pretest first to determine the students' initial learning abilities in each class. Each class consists of 30 students, one class is taken from the experimental class and the other class is the control class.

Tabel 4.1 Pretest scores for experimental class and control class

| No. | Experiment Class | | | | Control Class | | | |
|---|---|---|---|---|---|---|---|---|
| | Pretest Score | Fi | $\bar{X}$ | S | Pretest Score | Fi | $\bar{X}$ | S |
| 1. | 15 | 2 | 28,5 | 7,209 | 10 | 1 | 26,66 | 7,349 |
| 2. | 20 | 4 | | | 15 | 2 | | |
| 3. | 25 | 9 | | | 20 | 5 | | |
| 4. | 30 | 4 | | | 25 | 9 | | |
| 5. | 35 | 8 | | | 30 | 6 | | |
| 6. | 40 | 3 | | | 35 | 5 | | |

| No. | Experiment Class | | | | Control Class | | | |
|---|---|---|---|---|---|---|---|---|
| | Pretest Score | Fi | $\bar{X}$ | S | Pretest Score | Fi | $\bar{X}$ | S |
| | | | | | 40 | 2 | | |
| Sum | | 30 | - | - | - | 30 | - | - |

After applying the Kumon learning model to the experimental and control classes with direct learning, then a final test (posttest) was conducted where the average value of the experimental class was 73.33 and for the control class was 62.16.

Tabel 4.2 Posttest Values for Experiment Class and Control Class

| No. | Experiment Class | | | | Control Class | | | |
|---|---|---|---|---|---|---|---|---|
| | Pretest Score | Fi | $\bar{X}$ | S | Pretest score | Fi | $\bar{X}$ | S |
| 1. | 55 | 3 | 73,33 | 10,449 | 45 | 2 | 62,16 | 11,647 |
| 2. | 60 | 2 | | | 50 | 5 | | |
| 3. | 65 | 4 | | | 55 | 5 | | |
| 4. | 70 | 4 | | | 60 | 4 | | |
| 5. | 75 | 6 | | | 65 | 6 | | |
| 6. | 80 | 5 | | | 70 | 3 | | |
| 7. | 85 | 3 | | | 75 | 1 | | |
| 8. | 90 | 3 | | | 80 | 2 | | |
| 9. | | | | | 85 | 1 | | |
| 10. | | | | | 90 | 1 | | |
| Jumlah | | 30 | - | - | - | 30 | - | - |

a. Test Data Analysis Requirements

Test requirements Data analysis includes normality test and homogeneity test on pretest and posttest data in both research classes. In the following, the results of the requirements test in both studies are presented.

b. Normality test

The normality test aims to determine whether the data for each variable is normally distributed or not. This test is done by using the formula liliefors. The data for each variable is said to be normal if $L_{count} < L_{tabel}$ at a significant level α= 0,05.

c. Homogeneity Test

Homogeneity test was carried out with variance test. Homogeneity test was conducted to determine whether the data in the two research groups were homogeneous.

### 2. Discussion

The results showed that there was a significant effect of the Kumon learning model on Civics learning outcomes On Subject Matter Norms in Class VII Dharma Bakti Middle School Medan. Because through the Kumon learning model students become more active in learning, This is because in this learning method the teacher uses the Kumon model, namely the individual learning model, Students work on questions independently from easy to more difficult levels. So that students become more active and their curiosity becomes bigger. In addition, in this method a student and teacher as a teacher become more focused because the lesson material is composed of small steps so that children can acquire strong basic abilities, this is due to using a renewal in the learning process, not only the teacher who explains and students take notes. In these activities, students become more creative and try to find out what the teacher is saying. Because this method can also be referred to as a learning method while remembering, so that students do not experience a serious level of boredom.

## D. Conclusion

Based on the results of data analysis and proof of hypotheses, conclusions and suggestions can be drawn:

1. Learning outcomes of students who are taught using the Kumon learning model on the subject matter of Norma class VII SMP Dharma Bakti Medan obtained 73,33
2. The learning outcomes of students who were taught using the direct learning model on the subject matter of Norma class VII SMP Dharma Bakti Medan obtained 62.16
3. There is a significant effect of the Kumon learning model on student learning outcomes on the subject matter of Norma in class VII SMP Dharma Bakti Medan this is indicated by the results of the one-sided t-test obtained $t_{count}>t_{table}$ (4,13>1,67)

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