



## **THE EFFECT OF LEARNING STRATEGIES AND SOCIAL INTERACTIONS ON THE LEARNING OUTCOMES OF GRADE V STUDENTS STATE ELEMENTARY SCHOOL 014711 SIPARE-PARE COAL DISTRICT**

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### **Abstract**

This study aims to find out: (1) differences in students' PKn learning outcomes using Discovery Learning learning strategies with Student Team Achievement Division (STAD) learning strategies, (2) differences in student PKn learning outcomes have cooperative social interactions with competitive social interactions, and (3) interactions between learning strategies and social interactions with students' PKn learning outcomes. The population of this research is grade V students of SD Negeri Negeri 014711 Sipare-Pare and grade V of SD Negeri 013869 Indrapura with a total of 58 people. The sample of this study was determined grade V SD Negeri 014711 Sipare-Pare = 30 following the learning strategy of Discovery Learning and grade V SD Negeri 013869 Indrapura = 28 following the learning using the STAD strategy. Research instruments to measure learning outcomes used multiple-choice form tests and questionnaires for student social interaction. Data analysis techniques use a two-track ANAVA at the level of  $\alpha$  significance = 0.05. The conclusion of the study is (1) The learning outcomes of PKn students in Discovery Learning class are higher than the Student Team Achievement Division class, (2) PKn students' learning outcomes have higher cooperative social interactions than students' learning outcomes have competitive social interactions, (3) There are interactions between learning strategies and social interactions of students in influencing students' PKn learning outcomes.

**Keywords:** *Discovery Learning Strategy, Student Team Achievement Division, Social Interaction and Learning Outcomes*

## A. Introduction

The implementation of learning is expected to have an influence on improving student learning outcomes. Learning outcomes as a product of the teaching and learning process are not the result of a single process, but are part of the interaction of a number of learning success factors that can be sourced from within the student or referred to as internal factors or from outside the student or referred to as external factors.

PKn subjects are one of the subjects in education level ranging from elementary school to college. This is considering that this subject is a subject that carries the mission of making Indonesian citizens become good citizens. PKn subjects are subjects that focus on the formation of citizens who understand and are able to carry out their rights and obligations.

The results of a preliminary study at SD Negeri 014711 Sipare-Pare Batubara Regency, the teaching and learning process carried out during the learning is very focused on oral speech about a defined material or teacher-centered learning. Students are less active during learning due to the lack of opportunities given to them. During PKn learning activities teachers are more active in delivering lesson materials with conventional methods, especially with lectures. This has an impact on students' learning outcomes which are still low.

The acquisition of student learning results at SD Negeri 014711 Sipare-Pare Batubara District can be seen in Table 1 below:

Table 1 PKn Learning Outcomes Grade V Students at  
SD Negeri 014711 Sipare-Pare Coal District

Years Lessons	Semester	Lowest Value	Highest Value	Average
2016-2017	Odd	60.50	70.50	65.50
	Even	65.50	80.85	66.50
2017/2018	Odd	70.50	70.75	65.50
	Even	60.50	80.50	60.98

Source: List of Grades of Students of SD Negeri 014711 Sipare-Pare Batubara Regency

Based on Table 1, it is known that the learning outcomes of students of SD Negeri 014711 Sipare-Pare Batubara District have not been completed so it is necessary to make improvements, especially to the planning and learning system that is able to overcome student problems. Teachers should pay attention to students, especially by helping to activate students during the learning process by providing guidance and directing students to improve their learning outcomes.

Other factors also have an influence that is related to social interactions that occur during the implementation of learning is still less noticed, because the learning process that has not been able to activate students during learning. Students are ultimately less encouraged to develop their skills in an integrated and comprehensive manner. The learning process in the classroom tends to be directed to the child's ability to memorize information only, without being required to understand the information he remembers to connect with daily life.

One way to get good learning outcomes is to change the paradigm of learning methods or learning strategies in a direction that suits the needs in delivering the subject matter. So it is time for teachers to start choosing and implementing learning strategies that can encourage and increase students' activeness during learning so as to improve their learning outcomes. Teachers must plan and implement alternative learning innovations so that students not only learn monotonous verbals, but also have skills to guide their learning independence.

Roestiyah (Roestiyah, 2013, p. 12) asserts that the selection and use of appropriate learning strategies are demands that an educator must meet. In the teaching and learning process, teachers must have strategies, so that students can learn effectively and efficiently, to achieve their expected goals. This learning strategy is certainly related to the success of the teaching and learning process that supports the improvement of student activities and learning outcomes

Improving learning especially with learning centered on non-students and teachers, among others can use discovery learning strategies. Suryosubroto (Suryosubroto, 2016, p. 177) asserts that discovery learning strategy is a way of developing active student learning, finding themselves, investigating themselves,

self-discovering understanding, learning children's discovery strategies mastering one of the scientific methods that will be developed on their own, and children learning to think analytically and try to solve problems faced by themselves.

In addition, the Student Team Achievement Division (STAD) strategy can also be used to encourage students to realize what they have gained during their study. The STAD strategy places learners as active learning subjects. Suherman emphasized that in this cooperative learning the students are trained and accustomed to sharing knowledge, experience, duties or responsibilities so as to create an attitude of cooperation and mutual help". (Suherman, 2003, p. 260) The implementation of STAD learning requires students as learners to interact in learning activities so as to improve learning outcomes.

Based on some of the above opinions, conclusions can be concluded about the importance of learning strategies in supporting student learning success. Strategies that can be applied are discovery learning strategies and Student Team Achievement Division (STAD) by paying attention to students' social skills in the implementation of their learning, especially in PKn subjects.

## **B. Research Methods**

This study included a type of *quasy experiment*. The use of this type of research by not making changes to the situation or conditions of the existing class. The study used two groups taken from one population with two separate samples. One sample group treated using *discovery learning* and *Student Team classes. Achievement Division* (STAD). Furthermore, measurements are taken to determine the social interaction and learning outcomes of students. This study uses descriptive analysis techniques by describing research data covering averages, modes, variances and standard deviations. The data that has been obtained is then presented in the form of frequency distribution tables and histograms of data tendencies.

Analysis techniques to test hypotheses using two-track variance analysis (ANOVA) techniques. The two-track ANOVA technique is performed by first

meeting the analysis requirements, namely normality requirements using *Liliefors* test, while for homogeneity requirements test using *Fisher test* and *Barlet test*.

After testing the requirements of the analysis, then conducted a two-track ANAVA test, if it turns out that the results of the research hypothesis states there is a further interaction carried out by using *scheffe test* when the number of samples of each cell is different or *Tuckey test* when the number of samples of each cell is the same.

### C. Research Results

Based on the results of processing and analysis terhadap research data can be presented the results of the following research.

Table 2. FACTORIAL ANAVA TEST RESULTS 2 x 2  
Tests of Between-Subjects Effects  
Dependent Variable: Learning Outcomes

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Strategi	537.114 <sup>a</sup>	3	179.03	7.48	0.00
Intercept	463539.593	1	463539.59	1.93	0.00
Strategi	225.241	1	225.24	9.41	0.00
Interaksi Sosial	177.935	1	177.93	7.43	0.00
Strategi * Interaksi_Sosial	112.942	1	112.94	4.71	0.03
Error	1292.283	54	23.93		
Total	467857.000	58			
Corrected Total	1829.397	57			

a. R Squared = ,294 (Adjusted R Squared = ,254)

The calculation result with Anava 2x2 test above is known price sig = 0.00. Because the results of the calculation sig = 0.00 < sig = 0.05, it can be concluded that the results of PKn students in the discovery learning class higher PKn student learning results in the *Student Team Achievement* Division class is tested the truth.

The calculation result with Anava 2x2 test above is known price sig = 0.00. Because the results of the calculation sig = 0.00 < sig = 0.05, it can be concluded that the group of students who have cooperative social interaction obtained

higher PKn learning outcomes than the group of students who were taught to have competitive social interactions is tested the truth.

Based on the results of the Anava 2x2 test above it is known that the price is known  $\text{sig} = 0.03$ . Because the results of the calculation  $\text{sig} = 0.03 < \text{sig} = 0.05$  can be concluded that there is an interaction between the use of learning strategies and social interactions in giving influence to the learning outcomes PKn students tested the truth.

#### D. Discussion

The results of the two-track anava test were decided to reject  $H_0$  and accept  $H_a$ . This shows that the PKn learning outcomes of students who are taught using *discovery learning* strategies are higher than the PKn learning outcomes of students who are taught using the *Student Team Achievement Division* strategy.

In addition to the nature of the subject matter, one of the other rationale used by teachers as a consideration in designing learning strategies is the characteristics of students. Uno (Uno, 2016, p. 143) revealed that student characteristics are one of the things that teachers need to identify to use as guidance in developing learning programs. Each student has different potentials and characteristics. A teacher should try to accommodate the students' potential to the maximum in the learning strategies implemented in the classroom. Student characteristics such as motivation, interest, talent, intelligence, learning style, personality, emotions, feelings, thoughts, and metacognition needs to be considered and integrated in a designed learning strategy.

Gunawan (Gunawan, 2014, p. 2) suggests that *discovery learning* strategies are a series of practical approaches in an effort to improve learning outcomes. This improvement effort is achieved by using knowledge derived from various disciplines such as knowledge of the working procedures of the brain, how memory works, neurolinguistic programming, motivation, learning style, personality, emotions, feelings, thoughts, metacognition, learning styles, *multiple intelligence*, memory techniques, reading techniques, recording techniques and other learning techniques.

Based on the two-track anava test it was decided to reject Ho and accept Ha. This means that students' PKn learning outcomes have higher cooperative social interactions than students having competitive social interactions.

Walgito (Walgito, 2005, p. 61) suggests that social interaction is a relationship between one individual and another, one individual can influence the other individual or vice versa, so there is a mutual relationship. In social interaction is the influence of reciprocity between individuals and groups in their efforts to solve the problems they face and in their efforts to achieve their goals.

Basrowi (Basrowi, 2005, p. 138) also asserts that social interaction is the key to all social life therefore in the absence of social interaction there will be no shared life. Social interaction is intended as a reciprocal influence between individuals and groups in their efforts to solve expected problems and in their efforts to achieve their goals.

Soekanto (Soerjono, 2005, p. 70) emphasizes the type of social interaction in a person, namely social interaction can be in the form of cooperation, competition and even conflict. This is all related to the interaction process, namely the associative social interaction process including cooperation, accommodation (adaptation), assimilation (efforts to unify the action). Meanwhile, the dissociative social interaction process includes competition, opposition, and infighting.

Based on the results of the anava test it was decided to reject Ho and accept Ha. That is, there is an interaction between learning strategies and social interactions in influencing students' PKn learning outcomes.

Solihatin (Solihatin, 2008, p. 15) asserts that interaction is one of the basic human needs, so that human beings must be able to interact with others. Interaction can be done verbally or nonverbally, in the interaction must have at least 3 (three) elements, namely communicators (people who communicate), Communion (the person being targeted or objected), and information (material used as communication or interaction).

Ahmadi (Amri & Ahmadi, 2004, p. 100) says that social interaction is a reciprocal influence between individuals and groups in their efforts to solve the

problems they face and in their efforts to achieve their goals. Or in other words a two-way process where each individual/group stimulates the other and changes the behavior of the participants.

Students as social beings, in his life must need the help of others. The need for assistance is the beginning of social interaction with others. A student's social interaction is a relationship between one individual and another where one individual can influence the other individual so that there is a mutual relationship. A student's social interaction means contact or reciprocal relationships and responses between students, between groups or between individuals and groups.

## **E. Conclusion**

Based on the results of research data analysis, it can be concluded:

1. Students' PKn learning results using discovery learning strategies are higher when compared to PKn students' learning results using the Student Team Achievement Division strategy.
2. PKn learning outcomes of students who have higher cooperative social interactions when compared to PKn learning outcomes students have competitive social interactions.
3. There is an interaction between learning strategies and social interactions in influencing students' PKn learning outcomes.

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