



The Influence of Learning Strategies and Motivation Learning on the Results of Learning Ability Min Sei Mati Medan

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Abstract:

This study aims to find out and to stress: (1) the effect of the application of learning strategies on students' Akidah Akhlak learning outcomes, (2) the effect of learning motivation on student Akidah Akhlak learning outcomes, and (3) the interaction between learning strategies and learning motivation towards Akidah Akhlak learning outcomes. The population of this study was all students in class V MIN Sei Mati Medan consisting of 3 classes. Based on Cluster Random sampling techniques. The research instrument is a test used to obtain learning outcome data and questionnaires to obtain data on student learning motivation. The analysis technique is two-way Anova at significance $\alpha = 0.05$ followed by the Scheffe test. The results showed: (1) the average learning outcomes of students taught with collaborative learning strategies higher than the average learning outcomes of students taught with competitive learning strategies, (2) the average learning outcomes of students with high learning motivation higher than the learning outcomes of students with low learning motivation, and (3) there is an interaction between learning strategies and learning motivation towards Akidah Akhlak learning outcomes.

Keywords:

learning strategy; motivation learning; learning ability

I. Introduction

Learning in madrasahs, there are many interrelated elements related and determine success in the learning process. These elements are: educators (teachers), students (students), curriculum, teaching, and environment. Students as subjects in this process also plays a very important role in the success of the activity learning. One of the duties of an educator or teacher is to create learning atmosphere that can make students to always study well and enthusiastically. Great learning atmosphere thus it will have a positive impact on the achievement of good learning achievement optimal.

Learning Akidah Morals in principle aims to increase faith, understanding, and appreciation of values religion (Islam), and its understanding. Until then it is hoped that they will become Muslims who believe and fear Allah SWT, as well as having noble character, in the sense of having moral awareness high in personal and community life, as well as in national and state life. Akidah Morals is education by making religious teachings (Islam) the focus learning. Or as an effort in the form of guidance and care towards students and direct them to appreciation and the practice of Islamic teachings and values in everyday life. Islam as a religion has an important role in providing guidelines and instructions how to live life civilized society and state.

The application of the right strategy then the teaching material in Akidah Morals can be absorbed by students as well as possible. Strategy The right approach will determine the effectiveness and efficiency of learning. As a teacher of Islamic religious education, it is necessary to know strategies in learning Akidah Akhlak. By knowing these strategies, the teacher is expected to be able to convey Islamic religious teaching materials with various variations so that Islamic religious education goals can be achieved more easily.

Furthermore, the characteristics of students which are factors that must be considered the teacher pays attention to which includes motivation, interests, initial abilities, style study and so on. Researchers focused on the characteristics of students in aspects of learning motivation. Student learning motivation as an internal factor really need to be considered and considered, because this will affect the learning outcomes of Akidah Akhlak, this is supported by the results Warti's research (2016) that student learning motivation has a positive effect with learning outcomes. The motivation in question is the motivation to learning, namely motivation that can increase students' interest in learning learn and improve achievement. If students have motivation with high learning, students will be more successful in mastering the teaching material Akidah Morals. Different learning strategies will have an effect on the learning process and student learning outcomes, while motivation learning in students will drive learning behavior.

The selection of the right learning strategy is needed and must be done adapted to student learning motivation, because learning the material teaching Akidah Akhlak which is quite dense requires student learning independence in seeking other sources. Therefore, independent learning students is one component that must be considered with carefully by the teacher in identifying the abilities possessed students who will help in determining the material, appropriate strategies, methods and media to use. It is necessary this is done so that the learning delivered can attract attention students and every second that takes place in learning activities what is done will be meaningful and not boring for students. Some teachers assumed that character education could interfere the effectiveness of the learning process (Rahmanisa, 2018).

II. Research Methods

The method used in this research is quasi-experimental method. This method was chosen because of the class used for good treatment for collaborative learning classes as well as competitive learning classes are classes that have been preformed and the controlled student characteristics are motivation to learn. Data collection instruments and techniques in research, namely tests and questionnaires. The test was carried out for collect data on learning outcomes of Akidah Akhlak while the questionnaire to collect data on learning motivation. Hypothesis testing is done using two-way analysis of variance.

III. Discussions

The results showed: (1) learning outcomes of Akidah Akhlak MIN Sei Mati Medan students who are taught with learning strategies collaboratively, the mean value of = 28; mode = 29.76; median = 28.5; variance = 16.52; standard deviation = 4.06; highest score = 36; and score lowest = 20, (2) learning outcomes of Akidah Akhlak students of MIN Sei Mati Medan who are taught with competitive learning strategies get a price mean mean = 26.92; mode = 26.3; median = 26.81; variance = 15.02; standard deviation = 3.87; highest score = 34; and the lowest score = 19, (3) learning outcomes of Akidah Akhlak students of MIN Sei

Mati Medan with high learning motivation taught by learning strategies collaborative and competitive learning strategies obtained the mean value of = 29.93; mode = 30,15; median = 30; variance = 10.15; standard deviation = 3.18; highest score = 36; and the lowest score = 23, (4) Aqidah learning outcomes Morals of MIN Sei Mati Medan students with low learning motivation obtained the mean value = 26; mode = 25.73; median = 25.82; variance = 13.02; standard deviation = 3.60; highest score = 34; and the lowest score = 19, (5) learning outcomes of Akidah Akhlak students of MIN Sei Mati Medan who are taught with collaborative learning strategies and high learning motivation obtained the mean value = 32.36; mode = 31.5 ; median = 32.25; variance = 6.55; standard deviation = 2.55; highest score = 36; and the lowest score = 28, (6) learning outcomes of Akidah Akhlak students of MIN Sei Mati Medan who are taught with collaborative learning strategies and low learning motivation obtained the mean value = 26; mode = 25.5; median = 25.66; variance = 8.02; standard deviation = 2.83; highest score = 31; and lowest score = 20, (7) learning outcomes of Akidah Akhlak students of MIN Sei Mati Medan who are taught with competitive learning strategies and high learning motivation obtained the mean value = 28; mode = 28.5; median = 28.25; variance = 8.47; standard deviation = 2.91; highest score = 34; and the lowest score = 23, and (8) learning outcomes of Akidah Akhlak students of MIN Sei Mati Medan who taught with competitive learning strategies and learning motivation low, the mean value = 26.04; mode = 25.63; median = 25.79; variance = 16.75; standard deviation = 4.09; highest score = 34; and lowest score = 19.

Testing the first hypothesis, namely the learning outcomes of Akidah Akhlak MIN Sei Mati Medan students who are taught with learning strategies collaborative learning outcomes are higher than students' Akidah Akhlak learning outcomes taught with empirically proven competitive learning strategies. This is based on the calculation of factorial anova 2 x 2 obtained Fcount = 29.57 while the value of Ftable = 3.96 for dk (1.76) and the significance level = 0.05. It turns out that the value of Fcount = 29.57 > Ftable = 3.96 so that the hypothesis testing reject Ho.

The findings of this study support the findings of previous studies including: (1) research by Tint and Nyunt (2015) shows that collaborative learning allows students to do their exercises on the web as individuals or with their peers according to teacher directions using the think-pair-share technique. In addition, the ability of students to make decisions also increases in learning that uses collaborative learning in virtual classroom activities, (2) research by Dewi, Mudakir, Murdiyah (2016) shows that the collaborative learning model based on lesson study has a significant effect with a probability of ($p = 0.000$) on students' critical thinking with an average critical thinking ability of the experimental class of 72.56 (± 10.16) while the critical thinking ability of the control class was 60.52 (± 11.96). The experimental class has high critical thinking ability criteria while the control class has low critical thinking ability criteria, (3) research by Ni'matuzahroh (2015) shows an increase in reading comprehension after being given a collaborative reading strategy and the strategy is effective in improving students' reading comprehension. From the overall analysis that has been carried out, the results show that the intervention of reading comprehension strategies through collaborative reading strategies has a significant effect on improving students' reading comprehension $t = 11,979$ with a significance level of $0.000 < 0.05$, and (4) Lasidos research, Zulkifli Matondang (2015) found that the application of the collaborative learning model could: 1) increase the learning activities of preparing a budget plan for class XI students of building drawing engineering competence at SMKN 2 Siatas Barita, 2) improve learning outcomes in preparing a budget plan for class XI students of competence in building drawing engineering skills at SMKN 2 Siatas Barita.

Testing the second hypothesis, namely the learning outcomes of students' Akidah Morals MIN Sei Mati Medan with high learning motivation is higher than learning outcomes of Akidah Morals of students with low learning motivation empirically proven. This is based on the calculation of factorial anova 2x 2 obtained $F_{count} = 4.43$ while the value of $F_{table} = 3.96$ for dk (1.76) and significance level = 0.05. It turns out that the value of $F_{count} = 4.43 > F_{table} = 3.96$ so that hypothesis testing rejects H_0 .

The findings of this study support previous research including: (1) the Mappese study (2009) found that there was a positive influence of learning motivation on the learning outcomes of third grade students of the Electrical Department of SMK Negeri 5 Makassar based on a questionnaire indicating that the learning outcome variable (Y) was in the medium category by 73%. This is evidenced that there are 10 people or 23% in the very high category, 0% in the high category or in other words there are no learning outcomes in the high category, there are 32% or 73% in the medium category, and there are 2 people or 5% in the low category, (2) research by Suprihatin (2015) concluded that to grow students' motivation to learn is one technique in developing the ability and willingness to learn. One logical way to motivate students in learning is to link learning experiences with student motivation, and (3) the results of Nurdin's research (2015) show that learning motivation has a relationship with learning civic education. The value of the coefficient of determination (R^2) of 0.504 means that 50.4% of learning motivation has a relationship with learning achievement of civic education, while the remaining 49.6% (100% - 50.4%) is influenced by other factors. This can be seen from the results of the $t_{count} = 7,933 > t_{table}$ value at 5% = 1, 67.

Testing the third hypothesis that there is an interaction between the strategy learning and learning motivation in influencing learning outcomes of students' Akhlak are proven empirically. This matter based on the 2 x 2 factorial anova calculation, $F_{count} = 7.18$, while the value of $F_{table} = 3.96$ for dk (1.76) and the significance level = 0.05. The results of the statistical calculations above, can be seen as a whole The average learning outcomes of Akidah Akhlak students of MIN Sei Mati Medan are taught with collaborative learning strategies ($\bar{X} = 28.15$) higher than the average learning outcomes of Akidah Akhlak students of MIN Sei Mati Medan who were taught with competitive learning strategies ($\bar{X} = 26.92$). This matter shows that collaborative learning strategies are effective can improve learning outcomes of Akidah Akhlak students of MIN Sei Mati the overall terrain is good for groups of students with motivation high learning and low learning motivation. From these findings shows that to teach the material Akidah Akhlak more effectively using collaborative learning strategies rather than with competitive learning strategy.

Collaborative learning strategy is a strategy in learning in the form of learning groups that work together. By Therefore, in collaborative learning there is interaction, collaboration and mutual need among study group members the. The measure of success is determined by the extent to which study group achieves the target. In this activity, collaboration, personal responsibility and mutually supportive interactions are necessary because the success of the group is determined by success of the individual members involved in it. Meanwhile, competitive learning strategies emphasize personal effort to achieve the goals that have been set. Interaction between fellow friends is very less and each individual oriented towards achieving maximum results. Rating system and rewards become a reference to determine someone's win or loss in achieving the set targets.

If it is further noticed that in the learning strategy, the average collaborative learning outcomes of Akidah Akhlak students of MIN Sei Mati Fields with high learning motivation ($\bar{X} = 32.36$) are better than learning outcomes of Akidah Akhlak students of MIN Sei Mati

Medan with motivation low learning ($\bar{x} = 25.84$). While the learning strategy competitive, the average learning outcomes of Akidah Akhlak students of MIN Sei Mati Fields with high learning motivation ($\bar{x} = 28.11$) are better than learning outcomes of Akidah Akhlak students of MIN Sei Mati Medan with motivation low learning ($\bar{x} = 26.04$).

This shows that learning motivation is quite significant to distinguish student learning outcomes, where student learning outcomes with high learning motivation, whether taught by strategy collaborative learning and competitive learning strategies are better than student learning outcomes with low learning motivation. Role motivation with the success of the students of MIN Sei Mati Medan in learning very close and inseparable. The higher the motivation to teach a student, the greater the effort he will make to achieve learning success.

IV. Conclusion

The conclusions of the research are as follows: (1) the average learning outcomes Akidah Morals of MIN Sei Mati Medan students who are taught with strategy collaborative learning is higher than average learning outcomes Akidah Morals of MIN Sei Mati Medan students who are taught with strategy competitive learning, then based on the results of statistical testing obtained $F_{count} = 29.57$ while the value of $F_{table} = 3.96$ for dk (1.76) and significance level = 0.05. It turns out that the value of $F_{count} = 29.57 > F_{table} = 3.96$. With Thus, collaborative learning strategies are more effectively applied in Akhlak Akidah learning to improve Akidah learning outcomes student morality, (2) the average Akhlak Akidah Akhlak learning outcomes of MIN Sei Mati Medan with high learning motivation is higher than with the average learning outcomes of Akidah Akhlak students of MIN Sei Mati Medan with low learning motivation. Furthermore, based on the test results statistics obtained obtained $F_{count} = 4.43$ while the value of $F_{table} = 3.96$ for dk (1.76) and the level of significance = 0.05. It turns out that the value of $F_{count} = 4.43 > F_{table} = 3.96$, and (3) There is an interaction between learning strategies with learning motivation, where students with high learning motivation more appropriate to be taught using collaborative learning strategies, while students with low learning motivation are more appropriately taught by competitive learning strategy. It is proven through statistical testing obtained obtained $F_{count} = 7.18$, while the value of $F_{table} = 3.96$ for dk (1.76) and the level of significance = 0.05. It turns out that the value of $F_{count} = 7.18 > F_{table} = 3.96$.

Recommendations given in relation to the findings research as follows: (1) Teachers as learning designers It is advisable to pay attention to the characteristics of students in designing learning so that teachers can make choices learning strategies that are more suitable to be implemented because learning strategies and student characteristics are a component which can determine and influence learning outcomes, (2) Teachers in learning activities need to apply learning strategies collaborative in learning Akidah Akhlak, because the strategy collaborative learning provides higher learning outcomes in the subject of Akidah Akhlak compared to strategy competitive learning, and (3) other research is suggested for researchers others to apply collaborative learning and learning strategies competitive in other fields of study and not only in the cognitive only.

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