BIoHS - Journal
Britain International of Humanities and Social Sciences Journal
| Publish : February - June - October |
E-ISSN: 2685-3868
P-ISSN: 2685-1989
http://biarjournal.com/index.php/biohs

The Influence of Learning Model and Learning Independence on 11th Students' Learning Outcomes in Entrepreneurship Subject SMK N 7 Medan

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Abstract:
The purpose of this study were to (1) find out and analyze between the Advance Organizer learning model and the Discovery Learning learning model towards learning outcomes in entrepreneurship subjects in class XI SMK N 7 Medan, (2) Knowing and analyzing learning independence using the Advance Organizer learning model with learning independence that uses the Discovery Learning model of learning outcomes on entrepreneurship subjects in 11th Grade Students in SMK N 7 Medan. This research was conducted at SMK N 7 Medan which is located at JL. STM. No. 12 E Medan. The subjects of this study were 71 11th grade Ak students. Data collection techniques and instruments use tests and questionnaires. The results showed (1) the difference in student entrepreneurship learning outcomes taught by using the Advamce Organizer learning model with the learning outcomes of students who were taught using the Discovery Learning learning model with a F_{count} score of 4.59 and a F_{table} of 3.94. (2) Differences in student entrepreneurship learning outcomes that have high learning independence and entrepreneurial learning outcomes of students who have low learning independence with a Fcount score of 6.04 and F_{table} of 3.94. So it can be concluded that the results of student entrepreneurship learning are taught by using the Advance Organizer learning model and have higher learning independence than using the Discovery Learning model.
Keywords:
learning model; learning independence; learning outcomes; entrepreneurship

I. Introduction

One way to directly involve students in understanding entrepreneurial material is to apply the Advance Organizer learning model and the Discovery Learning model. Advance Organizer learning model is an information that is presented before learning that can be used by students to compile and interpret new information entered. Advance organizer is also very useful in the process of transferring knowledge. For deductive reasons, students can use rules, so examples for learning occur.

Learning model is a model that provides opportunities for students or participants to present ideas or opinions to other fellow participants. Student Facilitator and Explaining model has the advantage that students are invited to be able to explain to other students, students can put out ideas in their minds so they can better understand the material (Trianto in Situmorang, 2018).

This is also supported by the opinion of Huda in Situmorang (2018). which states that Student Facilitator and Explaining learning model is a series of presentation of teaching material that begins with an open explanation, gives students the opportunity to explain back to their peers, and ends with the delivery of all material to students

DOI: *https://doi.org/10.33258/biohs.v2i1.140*

Advance organizer is a learning plan that is used to strengthen students' positive structure when learning new concepts or information and how best the knowledge is organized and understood correctly (Rahayu, 2012).

While the learning model Discovery learning is a series of learning activities that emphasizes the process of critical thinking and analysis to achieve and find the answers themselves to a problem in question. Discovery learning model is one of the learning models to develop active student learning by finding it yourself, then the results obtained will be faithful and long-lasting in memory, students will not be easily forgotten. By learning discovery, children can also learn to think analytically and try to solve their own problems. This nature will be transferred in social life (Hosnan, 2014).

Benefits in the Discovery learning process are: 1) increasing intellectual potential, 2) shifting values from extrinsic to intrinsic, 3) heuristic learning from the discovery, and 4) to improve long memories (Bruner, 1997).

The learning model also influences student learning outcomes, the reality obtained in the field that the learning model used in entrepreneurship learning is not as expected, while entrepreneurial learning requires students to have high creativity by practicing student learning independence and using appropriate learning models.

Regarding the learning outcomes of Entrepreneurship 11th grade students, obtained data that their learning outcomes have not been satisfactory and many students who lack interest and enthusiasm for learning, especially in the subject of Entrepreneurship.

Based on data received by researchers at SMK N 7 Medan shows that the completeness of entrepreneurial learning outcomes is still below the ideal completeness (Table 1.). The completeness standard set by the school is 75. The low student learning outcomes can be seen in the recapitulation table of students' daily test scores:

Table 1. Recapitulation of Daily Test scores I, II, III Entrepreneurship Subject of 11th Grade Students AK SMK Negeri 7 Medan

Class	Total students	KKM	Daily Test	Score Range			Percentage of completeness
				65-74	75-84	85>	
11th AK 1	35 students	75	I	20	10	5	42,8 %
		75	II	21	8	6	40 %
		75	III	20	9	6	42.8 %
		Average					**41,9 %**
11th AK 6	35 students	75	I	20	10	5	42,8 %
		75	II	21	9	5	40 %
		75	III	22	7	6	37,1 %
		Average					**39,9 %**

Source: *List of Odd Semester Score 11th Grade AK 1 and XI AK 2 SMKN 7*

Based on the table above, it can be seen that the average results of daily tests of students of 11th Grade AK 1 from the results of Daily tests I, II, and III of students who obtained completeness scores were only 14 students (41.9%). Similarly, in 11th Grade AK 6 from the results of the daily tests I, II, and III students who obtained completeness scores

were only 14 students (39.9%). It can be concluded that students who are able to achieve values above the minimum completeness criteria of more than 40% and less than 60% of students have not been able to achieve values above the minimum completeness criteria.

The reality as above, then in entrepreneurship subjects teachers need to use learning models that can make students able to learn independently according to what is needed by students and adjusted to conditions so that learning objectives can be achieved.

II. Review of Literature

2.1 The Nature of Learning Outcomes of Entrepreneurship

Learning is the process by which an activity originates or changes through reactions to situations encountered, if a person learns then at least for a certain time changes in his willingness to treat his environment.

According to Sadirman (2011: 6) that "Learning is a series of physical and mental activities, psycho-physical to lead to the development of the whole human person, which means that it involves elements of creativity, taste and intention, the cognitive, affective, and psychomotor domains. According to Sinulingga (2012), one of the efforts made to improve student learning outcomes requires the right way to motivate students and develop creativity and innovative attitudes of educators so that students want to learn and make students active in the learning process. Learning outcomes have a broader range of meanings, learning outcomes are not only seen from grades or scores, but includes qualitative assessments (attitudes, behavior, characters).

Based on the understanding of the learning outcomes, it can be concluded that the learning outcomes are not only in the form of something that can be measured quantitatively but also qualitatively related to the change of students from those who have not been able to, so that the assessment can use tests and non-tests.

Entrepreneurship is a way of thinking, analyzing, and acting based on business opportunities, holistic approaches, and balanced leadership (Timmons & Spinelli, 2008: 31). Entrepreneurship can be taught through education and training. "Entrepreneurship has models, processes, and case studies that allow the topic to be studied and the knowledge to be acquired" (Kuratko & Hodgetts, 2007: 34).

So it can be concluded that entrepreneurship learning outcomes are a student's ability to understand, master, have creative thinking, and be able to create something new in entrepreneurship subjects.

2.2 Advance Organizer Learning Model

The Advance Organizer Learning Model is a mental aid that is presented before new material, which is used to help students remember and relate old knowledge to the material being taught. To make it easier for students to remember information longer, develop understanding and gain new insights can be used with the help of mind maps. Mind map (Mind Map) is a system of thinking that works in accordance with the natural workings of the human brain and is able to open and utilize all its potential and capacity. This system is able to empower all potentials, capacities, and abilities of the human brain so as to guarantee a higher level of creativity and thinking ability for its users (Windura, 2008).

According to Ausubel Advance Organizer learning model is a learning unit that is used before the main learning takes place or before entering a new topic. It is designed to bridge the gap between what is already known and what needs to be known (Syakur, 2009: 68-69).

Implementation of Advance Organizer learning activities according to Joyce (2011: 294) can be done through three phases, namely the first phase, the delivery of Advance Organizer. The Advance Organizer directs students to the material they are going to learn and helps them to recall information that is related and can be used to help instill new knowledge. So, the Advanced Organizer model is used as a concept of a bridge between new material and material that students already have.

2.3 Discovery Learning Model

Discovery Learning is a learning model developed based on the view of constructivism. According to Rusman (2012: 134) Discovery learning model has its own characteristics so that differences can be found with other learning models, here are three main characteristics of learning with discovery learning or discovery learning models, namely: 1) Exploring and solving problems to create, combine and generalize knowledge, 2) Student centered, 3) Activities to combine new knowledge and existing knowledge.

Table 2. Sinktax Discovery Learning model

Phase	Activity
Phase I Stimulation	The teacher starts by asking questions, encouraging reading books, and other activities that lead to the preparation of problem solving.
Phase II Problem Statement	The teacher gives students the opportunity to identify as many agenda agendas as relevant to the subject matter, then one of them is chosen and formulated in the form of a hypothesis.
Phase III Data Collection	The teacher gives the opportunity for students to gather as much relevant information as possible to prove whether or not the hypothesis is true.
Phase IV Data Processing	The teacher asks for all information from reading, interviewing, observing, experimenting, etc., all of which are processed, randomized, classified, tabulated, predicted at a certain level of confidence, and even need to be calculated in a certain way.
Phase V Verification	The teacher asks students to do a careful examination to prove whether or not the hypothesis is set with alternative findings, which are connected with the results of data processing.
Phase VI Generalization	The teacher draws conclusions that can be used as general principles and applies all the same events or problems by considering the proof of results.

With the discovery learning model through the discovery effort will provide confirmation that the knowledge and skills and other abilities needed are not the result of remembering a set of facts, but it is the result of finding oneself.

2.4 The Nature of Learning Independence

Independence is one aspect of personality that is very important for individuals. According to Abner Siahaan (2014: 203) differences in the level of independence will have a different impact on student learning outcomes. According to Wiyono (2014) Independent behavior is reflected in behavior that is in accordance with one's own wishes, states his own thoughts, free in making decisions, feels free to do everything according to his needs, avoids situations where he is expected to adjust himself and do something without regard to what is other people think. According to Darniati (2016) Differences in independence inherent in students result in differences in students' ability to understand the material. According to Basri (in Ansori, 2015) Learning independence is the condition of someone who in his life is able to decide and do something without help from others.

The conclusion from the description above is that learning independence is an attitude that leads to self-learning awareness and all decisions, considerations related to learning activities are undertaken by themselves so that they are fully responsible in the learning process.

III. Research Methods

The type of research in this study was Quasi Experiment. This research was conducted at SMK N 7 Medan located at Jl. STM No. 12 E Medan. The time of the study was conducted in the odd semester of the 2019/2020 school year. The population in this study were all students of 11th grade in even semester of SMK N 7 Medan in the academic year 2019/2020, with a number of people divided into 6 classes. Samples in the study were randomly selected by drawing four classes in 11th grade SMK N 7 Medan to get two classes as research samples. Based on the drawing results, one class was selected as a sample for the treatment of the Advance Organzier learning model, namely class 11th grade AK, amounting to 36 students and one class as a sample for the treatment of the Discovery Learning learning model, namely 11th grade-AK6, amounting to 35 students. The entire study sample numbered 71 students. The research design used was a 2 x 2 factorial design. Data collection techniques in this study were test and questionnaire techniques. The test is used to determine the results of entrepreneurial learning and the questionnaire is used to determine the independence of student learning. The learning achievement test is made in the form of multiple choice tests (multiple choice) with a total of 40 questions. Each correct answer is given a score of 1 (one) and an incorrect answer is given a score of 0 (zero). Learning independence in this research is a questionnaire. The questions in this instrument are positive, negative statements and each question uses a Likert scale that has been modified with four alternatives. A trial of the test was carried out to see whether the test given to the respondents was valid and reliable using the product moment formula and Cronbach Alpha. The steps of conducting data analysis are calculating the mean, calculating the standard deviation, and testing the normality using the formula contained in Sudjana (2010). Furthermore, the homogeneity test aims to find out whether the data has a homogeneous variance or not by using the formula contained in (Sugiyono, 2012: 249). Furthermore, for the purposes of the hypothesis, a statistical hypothesis is formulated as follows:

Hypothesis I $H_0: \mu A_1 \leq \mu A_2$
$H_a: \mu A_1 \geq \mu A_2$
Hypothesis II $H_0: \mu B_1 \leq \mu B_2$
$H_a: \mu B_1 \geq \mu B_2$
Hypothesis III $H_0: AB = 0$
$H_a: AB \neq 0$

Information:
A: Learning model
B: Learning Independence
μA1: Advance Organizer Learning Model
μA2: Discovery Learning Model
μB1: High learning independence
μB2: Low Learning Independence

IV. Result and Discussion

4.1 Research Description

Data that has been collected through research is tabulated in accordance with the data analysis requirements listed in the research design which aims to show a general picture of data distribution or distribution. This research is a quasi-experimental study.

4.1.1 Student Entrepreneurship Learning Outcomes Taught by the Advance Organizer Learning Model

The highest value of student entrepreneurship learning outcomes taught by the Advance Organizer learning model is 38 and the lowest is 21. With the sturges technique obtained range 17, the number of class intervals is 6 and the length of the class interval is 3. List of frequencies distribution of student entrepreneurial learning outcomes taught with the model Advance Organizer learning can be seen in the table below.

Table 1. Frequency distribution of student entrepreneurial learning outcomes taught by the Advance Organizer learning mode

Class	Class Intervals	F.Absolut	F. Relatively
1	21 – 23	2	5,56%
2	24 – 26	4	11,11%
3	27 – 29	5	13,89%
4	30 – 32	10	27,78%
5	33 – 35	8	22,22%
6	36 – 38	7	19,44%
		36	100%

With the results of basic statistical calculations obtained an average value = 31.25, median = 31.62, mode = 31.64, standard deviation = 3.38 and variance value = 19.22. Based on table 4.1. then obtained 30.56% student entrepreneurial learning outcomes below the average. And 41.66% of the entrepreneurial learning outcomes of students are above average. Then the data is arranged in the form of a histogram in the following figure:

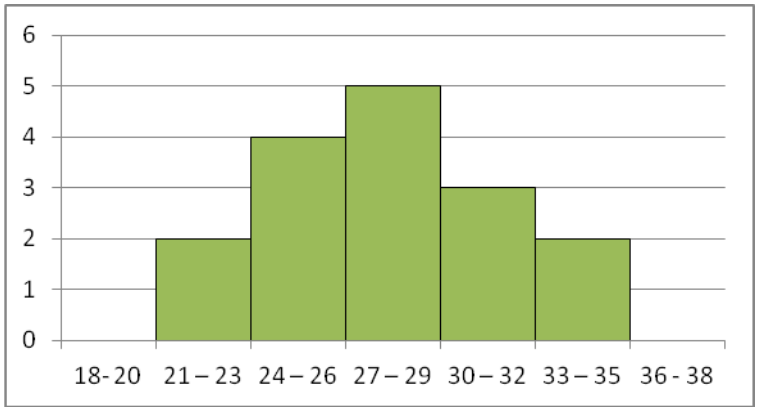

Figure 1. *Histogram of the frequency distribution of student entrepreneurial learning outcomes taught by the Advance Organizer learning model.*

4.1.2 Student Entrepreneurship Learning Outcomes Taught by the Discovery Learning Model

The highest value of student entrepreneurship learning outcomes taught with the Discovery Learning model is 36 and the lowest is 21. With the sturges technique obtained range 15, the number of class intervals is 6 and the length of the class interval is 3. The results of the calculation of basic statistics obtained an average value = 30 , 74, median = 31, mode = 31.3, standard deviation = 4.44 and variance value = 19.78. Based on table 4.2. 37,14% of students' entrepreneurial learning outcomes are below average. And 37.15% of the entrepreneurial learning outcomes of students are above average.

4.1.3 Entrepreneurial Learning Outcomes That Have High Learning Independence

The highest value of entrepreneurial learning outcomes of students who have high learning independence is 38 and the lowest is 22. With the sturges technique obtained range 16, the number of class intervals is 6 and the length of the class interval is 3. The results of the calculation of basic statistics obtained an average value = 31.30, median = 31.45, mode = 31.72, standard deviation = 4.59 and variance value = 21.06. Based on table 4.3. then obtained 41.02% student entrepreneurial learning outcomes below average. And 30.77% of the entrepreneurial learning outcomes of students are above average.

4.1.4 Entrepreneurial Learning Outcomes That Have Low Learning Independence

The highest value of entrepreneurial learning outcomes of students who have high learning independence is 35 and the lowest is 20. With the sturges technique obtained range of 15, the number of class intervals is 6 and the length of the class interval is 3. The results of the calculation of basic statistics obtained an average value = 30.77, median = 30.83, mode = 31, standard deviation = 4.36 and variance value = 19.01. Based on table 4.4. then obtained 28.13% student entrepreneurial learning outcomes below average. And 43.75% of students' entrepreneurial learning outcomes are above average.

4.1.5 Entrepreneurship Learning Outcomes Taught by the Advance Organizer Learning Model Which Has High Learning Independence

The highest value of student entrepreneurship learning outcomes taught by the Advance Organizer learning model and having high learning independence is 38 and the lowest is 24. With the sturges technique the range is 14, the number of class intervals is 5 and the length of the class interval is 3. The results of the calculation of the basic statistics obtained value average = 32.22, median = 32.5, mode = 32.5, standard deviation = 3.42 and

variance value = 11.74. Based on table 4.5. then obtained 20.00% student entrepreneurial learning outcomes below average. And 45.00% student entrepreneurship learning outcomes above average.

4.1.6 Entrepreneurship Learning Outcomes Taught by the Advance Organizer Learning Model Which Has Low Learning Independence.

The highest value of student entrepreneurship learning outcomes taught by the Advance Organizer learning model and has low learning independence is 33 and the lowest is 20. With the sturges technique obtained range 13, the number of class intervals is 5 and the length of the class interval is 3. The results of the calculation of basic statistics obtained values average = 26.25, median = 26, mode = 26.5, standard deviation = 3.19 and variance value = 10.02. Based on table 4.6. then obtained 43.75% student entrepreneurial learning outcomes below average. And 18.75% student entrepreneurship learning outcomes are above average.

4.1.7 Entrepreneurial Learning Outcomes That Are Taught By the Discovery Learning Model That Has High Learning Independence

The highest value of students' entrepreneurial learning outcomes taught by the Discovery Learning model and having high learning independence is 36 and the lowest is 22. With the sturges technique the range is 14, the number of class intervals is 5 and the length of the class interval is 3. The results of the basic statistical calculation obtained an average value mean = 29.63, median = 29.75, mode = 29.75, standard deviation = 3.68 and variance value = 13.58. Based on table 4.7. then obtained 31.25% student entrepreneurial learning outcomes below average. And 50% of students' entrepreneurial learning outcomes are above average.

4.1.8 Entrepreneurship Learning Outcomes Taught by Discovery Learning Models That Have Low Learning Independence

The highest value of student entrepreneurship learning outcomes taught by the Discovery Learning model and has low learning independence is 35 and the lowest is 21. With the sturges technique obtained range of 14, the number of class intervals is 5 and the length of the class interval is 3. The results of the basic statistical calculations obtained values average = 27.81, median = 27.70, mode = 27.50, standard deviation = 3.71 and variance value = 13.76. Based on table 4.8. 37.50% of students' entrepreneurial learning outcomes are below average. And 31.25% of students' entrepreneurial learning outcomes are above average.

4.2 Testing Requirements Analysis

Before data analysis is performed to test the hypothesis, the data obtained is first tested for normality and homogeneity. For data analysis, there are 8 groups of samples that will be tested for normality and homogeneity according to the research design, namely anava factorial 2 x 2.

4.2.1 Data Normality Test

Normality test is conducted on student entrepreneurship learning outcomes taught by the Advance Organizer learning model, student entrepreneurship learning outcomes taught using the Discovery Learning model, student entrepreneurship learning outcomes that have high learning independence, student entrepreneurial learning outcomes that have low learning independence, results learning entrepreneurship students who are taught by using the Advance Organizer learning model and have high learning independence, student entrepreneurship learning outcomes are taught by using the Advance Organizer learning model and have low learning independence, student entrepreneurship learning outcomes are coded by using the Discovery Learning model and have independence high learning, student entrepreneurship

learning outcomes taught by using the Discovery Learning model and have low learning independence using the Liliefors test in the sample group.

The results of the calculation of the normality score of student learning outcomes taught using the Advance Organizer learning model at a significant level α = 5% with the number of samples (dk) = 36 then obtained L_{table} (0.05.36) = 0.148 while $L_{calculate}$ = 0.117. Thus it can be stated that L_{count}= 0.117 <L_{table} = 0.148. So testing with the Advance Organizer learning model comes from a normally distributed population.

The results of the calculation of the normality score of student learning outcomes taught by using the Discovery Learning model at a significant level α = 5% with the number of samples (dk) = 35 then obtained L_{table} (0.05.35) = 0.150 while L_{count}= 0.118. Thus it can be stated that L_{count}= 0.118 <L_{table} = 0.150. So testing with Discovery Learning models comes from normally distributed populations.

The results of the normality test scores of student learning outcomes that have high learning independence at a significant level α = 5% with the number of samples (dk) = 39 then obtained L_{table} (0.05.39) = 0.142 while L_{count}= 0.072. Thus it can be stated that L_{count}= 0.072 <L_{table} = 0.142. So the test with high learning independence comes from a normal distribution population.

The results of the calculation of the normality score of student learning outcomes that have low learning independence at a significant level α = 5% with the number of samples (dk) = 32 then obtained L_{table} (0.05.32) = 0.156 while L_{count}= 0.144. Thus it can be stated that L_{count}= 0.144 <L_{table} = 0.156. So the test with low learning independence comes from a normal distribution population.

The results of the calculation of the normality score of student learning outcomes taught using the Advance Organizer learning model and have high learning independence at a significant level α = 5% with the number of samples (dk) = 20 then obtained L_{table} (0.05.20) = 0.198 while L_{count}= 0.176 . Thus it can be stated that L_{count}= 0.176 <L_{table} = 0.198. So testing using the Advance Organizer learning model and high learning independence come from normally distributed populations.

The results of the calculation of the normality score of student learning outcomes taught using the Advance Organizer learning model and have a low learning independence at a significant level α = 5% with the number of samples (dk) = 16 then obtained L_{table} (0.05.16) = 0.220 while L_{count}= 0.122 . Thus it can be stated that L_{count}= 0.122 <L_{table} = 0.220. So that testing using the Advance Organizer learning model and low learning independence comes from populations that are normally distributed.

The results of the calculation of the normality score of student learning outcomes taught using the Advance Organizer learning model and have high learning independence at a significant level α = 5% with the number of samples (dk) = 20 then obtained L_{table} (0.05.20) = 0.198 while L_{count}= 0.176 . Thus it can be stated that L_{count}= 0.176 <L_{table} = 0.198. So testing using the Advance Organizer learning model and high learning independence come from normally distributed populations.

The results of the calculation of the normality score of student learning outcomes taught using the Learning model and have high learning independence at a significant level α

= 5% with the number of samples (dk) = 19 then obtained L_{table} (0.05.19) = 0.195 while L_{count}= 0.092 . Thus it can be stated that L_{count}= 0.092 <L_{table} = 0.195. So that testing using the Discovery Learning model and high learning independence come from normally distributed populations. The results of the calculation of the normality score of student learning outcomes taught using the learning model and have low learning independence at a significant level α = 5% with the number of samples (dk) = 16 then obtained L_{table} (0.05.16) = 0.220 while L_{count}= 0.098 . Thus it can be stated that L_{count}= 0.098 <L_{table} = 0.220. So that testing using the Discovery learning model and low learning independence comes from populations that are normally distributed.

4.2.2 Data Variance Homogeneity Test

Homogeneity testing aims to determine the population variants that are homogeneous. Homogeneity testing is carried out using the barlett test. Barlett test is used to test samples / groups of more than 2 whether the sample comes from populations with the same variance.

Homogeneity test of students' entrepreneurial learning outcomes taught by the Advance Organizer learning model and the Discovery Learning model was obtained by F_{count} = 1.02 while F_{table} = 1.74 at a significant level of 5% with the numerator dk 35 and the denominator 34. Thus the known value C_{ount} = 1.02 <T_{able} = 1.74 so it can be concluded that the two sample groups have relatively equal variance (homogeneous).

Homogeneity test of the entrepreneurial learning outcomes of students who have high learning independence and low learning independence obtained by F_{count} = 1.10 while F_{table} = 2.07 at a significant level of 5% with the numerator dk 38 and the denominator 31. Thus the F_{count} value is known = 1.10 <F_{table} = 2.07 so that it can be concluded that the two groups of samples have relatively equal variances (homogeneous).

4.3 Hypothesis Testing

After testing the two requirements analysis, the normality test and the homogeneity test, then the next hypothesis testing can be done using 2 x 2 factorial variance analyses. A summary of the results of the analysis of variance analysis for hypothesis testing can be seen in the following table.

Table 2. Data on Entrepreneurship Learning Outcomes

Data Summary		Learning model			
			AO	DCL	
Independence Learning	High	N	20	19	39
		$\bar{X}$	32,22	29,63	61,85
		Sig X	644	563	12,07
		Sig X^2	22268	16927	37887
	Low	N	16	16	32
		$\bar{X}$	26,25	27,81	54,06
		Sig X	420	445	859
		Sig X^2	11178	12583	23473
		N	36	35	**71**
		$\bar{X}$	58,47	57,44	**115,91**

		Sig X	1058	1008	**2066**
		Sig X^2	31850	29510	**61360**

A summary of the results of the analysis of variance analysis to test the hypothesis can be seen in the following table:

Table 3. Hypothesis Test Calculation Results

Source of variance	JK	Dk	RJK	Fcount	Ftable (1,70) (0,05)	Inf
Learning model (A)	58,33	1	58,33	4,59	3,94	Significant
Independence Learning (B)	76,75	1	76,75	6,04	3,94	Significant
Interaction (AB)	148,96	1	148,96	11,72	3,94	Significant
Error	851,96	67	12,71			
Total	1135,87	70	296,77			

From the results of the calculation of the data obtained an average student entrepreneurship learning outcomes taught by using the Advance Organizer learning model of 31.25 and a standard deviation of 3.38 while the average results of student entrepreneurship learning taught by using the Discovery Learning model of 30.74 and standard deviation 4.44.

The results of the analysis of variance prove that between the two average student entrepreneurship learning outcomes with the two learning models there are significant differences at the 0.05 significance level where $F_{count} = 4.59$ while $F_{table} = 3.94$ so that it can be stated H_0 is rejected and Ha is accepted. Thus it can be concluded that student entrepreneurship learning outcomes taught by the Advance Organizer learning model are higher than student entrepreneurship learning outcomes taught by using the Discovery Learning model.

From the results of the calculation of the data obtained an average of entrepreneurial learning outcomes of students who have high learning independence of 31.30 and a standard deviation of 4.59 while the average entrepreneurial learning outcomes of students who have low learning independence of 30.37 and a standard deviation of 4.36.

The results of the analysis of variance prove that between the two average entrepreneurial learning outcomes of students who have high learning independence and low learning independence there are significant differences at the significance level of 0.05 where $F_{count} = 6.04$ while $F_{table} = 3.94$ so that it can be stated H_0 rejected and Ha accepted. Thus it can be concluded that the entrepreneurial learning outcomes of students who have high learning independence are higher than the results of entrepreneurial learning of students who have low learning independence.

V. Conclusion

Based on the results of research previously stated, it can be concluded in this study that student entrepreneurship learning outcomes taught by using the Advance Organizer learning model are higher than students taught by using the Discovery Learning Model. The entrepreneurial learning outcomes of students who have high learning independence are higher than students who have low learning independence.

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