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Factors of Using Learning Models on Learning Attitudes, Learning Motivation, and Social Studies Learning Achievement

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ABSTRACT
This study aims to explain the factors of the use of the learning model on learning attitudes, learning motivation, and social studies achievement of the fifth grade elementary school students. The research subjects consisted of 87 students with discovery learning models and 81 students with conventional models. The research method used is descriptive quantitative with the type of survey research, through a comparative approach. While the data analysis used quantitative descriptive analysis techniques and Student's t-test. The results showed that: 1) the average count of the learning attitude variables, learning motivation, and learning achievement using discovery learning model was higher than the conventional model; 2) there are differences in learning attitudes in the discovery learning model compared to the conventional model, which is indicated by the results of the analysis test t = 2.951> t table = 1.974; 3) there is a difference in learning motivation in the discovery learning model compared to the conventional model, which is indicated by the results of the analysis of the results of the test t = 12.367> t table = 1.974; and 4) there is a difference between the average count with the discovery learning model of 83.190> the mean count with the conventional model of 70.62.

Keywords: *learning model, learning attitude, learning motivation, and learning achievement.*

1. INTRODUCTION

The policy to improve the quality of education has been the Indonesian government's top priority since several years ago [1]. Several quality improvement policies were rolled out, accompanied by various programs offered by the party responsible for implementing the program. These programs have been implemented by schools nationwide, including curriculum change programs that are implemented nationally.

However, inequality in the quality of education in Indonesia still occurs, even though the education program has been implemented by all education stakeholders and implementers [2]& [3]. This encourages the need to formulate new policies related to the quality of education, including mapping the quality of teachers, mapping

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materials and learning media, which are in accordance with the demands of the needs of students.

Another thing that is no less important in improving the quality of education is improving the quality of teachers coupled with the quality of the use of learning models that are relevant to the material presented [4]. Several research findings regarding the use of discovery learning models in learning can increase the effectiveness of student learning outcomes and positive behavior changes accompanied by adequate academic achievement. This learning model certainly involves students actively in finding, understanding, and reconstructing the knowledge they get with the help of a productive teacher [5]; [6]

Related to this, of course the use of multimedia is also an important priority, because it can make an effective contribution to increasing teacher pedagogical competence, especially in the preparation of learning tools that are in accordance with the applicable curriculum [8]. The 2013 curriculum, which is currently being implemented by teachers, has certainly become a foothold in the learning process that enables students to think critically, independently, and responsibly [9]. Of course this requires preparation from the teacher himself in order to be able to master learning materials and supporting media that will make it easier for teachers to deliver material to students.

The learning models that can be used in the learning process are actually very many and varied. The teacher can choose the learning model according to the context of the learning material and media to be used. But in reality, there are still many teachers who use conventional learning models with the dominant lecture method [10]. This of course cannot be separated from the competence of teachers in implementing learning through the models they master.

Talking about a very complex learning model, of course, requires the participation of educational stakeholders in schools to provide motivation and support to teachers in implementing learning models in the learning process for which they are responsible. Support from school principals and school boards, both financial support and moral support, certainly has a positive influence on teachers' courage to try out the latest learning models. This is a move for teachers to improve the quality of learning which has an impact on improving the quality of education as a whole.

In some schools, the implementation of learning still deals with the conventional model. Of course this cannot be blamed unilaterally, because the distribution of knowledge, funds, infrastructure, and support from related parties is not the same from one region to another, one school to another. This needs to be examined more deeply, because the quality of teachers will clearly affect the quality of education in general.

The use of varied and innovative learning models is the main key to improving student learning attitudes and motivation, so that the ultimate goal of improving the quality of education can be achieved immediately.

Apart from these problems, of course the policies of education stakeholders that provide full support for the quality of education will become a torch for teachers in implementing quality and innovative learning. Some areas feel that they need to be touched on in relation to improving the quality of teachers, especially in mastering learning models that are relevant to the context of the material to be conveyed to students. The forms of workshops, training, symposiums, seminars, become the means of teachers to improve their performance even though they are through an online system. This is an important point for central and local governments in improving the quality of teachers, which of course will have an impact on improving the quality of education.

One of the learning models that are trending lately is the discovery learning model [11]. This learning model is more relevant to be applied to learning science or science in elementary schools. Because, the ultimate goal of this learning model is to find something meaningful through scientific, independent, and collaborative discovery, by constructing new knowledge and skills yourself [12]. However, it is possible that this model can also be applied in learning social sciences. As in this study, the discovery learning model is applied in the subject matter of Social Sciences in Elementary Schools. The results are very encouraging [13].

2. RESEARCH METHODS

This research uses descriptive research design with survey research type, through a comparative descriptive approach. The researcher conducted research with a survey in eight different classes, namely four classes using the discovery learning model and four classes using the conventional model in learning. This descriptive comparative study, comparing the same variables for different samples [14].

3. RESEARCH RESULTS AND DISCUSSION

Based on the results of research through survey, observation, and learning outcomes tests, a description of the results of the study of the three observed variables was obtained, namely the variables of learning attitudes, learning motivation, and learning achievement of social studies subject content in elementary schools. Through comparative descriptive research by comparing the use of discovery learning models and conventional learning models in fifth grade elementary school students, a clear picture is obtained regarding the differences in the results from the application of the two learning models.

3.1. Description of the Results of Learning Attitudes

The learning attitude variable is the first variable in the comparative test of this study. This variable reveals the active learning attitude, critical thinking, cooperation, honesty and responsibility of students whose learning uses discovery learning models and students whose learning uses conventional models. Based on the results of the data analysis that has been carried out, the differences in the minimum, maximum, mean (calculated average) and standard deviation scores were obtained.

For students whose learning uses the discovery learning model, the minimum score is 12.00, the maximum score is 20.00, the mean is 18.05, and the standard deviation is 1.92. Meanwhile, students whose learning used conventional models, obtained a minimum score of 15.00, a maximum score of 20.00, a mean of 17.31, a mean of 17.31, and a standard deviation of 1.27. The complete results are presented in the following table.

Tabel 1. Results of the Value Analysis of Learning Attitudes

Variable	Class	N	Min	Max	Mean	Stand. deviation
Learning Attitudes	Discovery learning	87	12.00	20.00	18.05	1.92
	Conventional	81	15.00	20.00	17.31	1.27

In addition to the results of the analysis described above, the analysis test is to prove the hypothesis that there are differences in the learning attitudes of students whose learning uses the discovery learning model with the conventional model, which turns out to be proven that there is a difference between the two as indicated by the results of the Student's t test analysis with the t-test coefficient of 2.951. greater than t table 1.974, with a probability of 0.001 which is smaller than 0.05, so that the null hypothesis is rejected and the working hypothesis is accepted. This means that there are differences in learning attitudes where learning uses discovery learning learning models compared to conventional models.

3.2. Descriptions of Learning Motivation Results

The learning motivation variable reveals the desire and desire to learn, encouragement and learning needs, hopes and aspirations for the future, rewards in learning, activities that are interesting in learning, and a conducive learning environment that allows students to learn well. Based on the results of the descriptive analysis, the minimum, maximum, mean and standard deviation scores were obtained from students whose learning used discovery learning models and students whose learning used conventional models.

For students whose learning using the discovery learning model obtained a minimum score of 76.00, a maximum score of 94.00, a mean of 85.09, and a standard deviation of 3.88. Whereas students learning using the conventional model obtained a minimum score of 68.00, a maximum score of 85.00, a mean of 77.58, and a standard deviation of 3.99. The complete results can be presented in the following table.

Tabel 2. Results of the Value Analysis of Learning Motivation

Variable	Class	N	Min	Max	Mean	Stand. deviation
Motivation to learn	Discovery learning	87	76.00	94.00	85.09	3.88
	Conventional	81	68.00	8500	77.58	3.99

In addition to the results of the above analysis, the results of hypothesis testing through the calculation of the t test independent sample t test show that there are differences in the learning motivation of students whose learning uses the discovery learning model and the conventional model. This is indicated by the t test of 12.367 which is greater than the t table of 1.974 with a probability of 0.00 less than 0.05, so that the null hypothesis is rejected, and the working hypothesis is accepted.

3.3. Description of Learning Achievement

The learning achievement variable that was measured was the learning achievement of the social studies subject content of the fifth grade elementary school students. The results of the analysis show that the class that uses the discovery learning learning model has a higher average learning achievement than the class that uses the conventional learning model. Classes that use discovery learning models have an average value of 83.10, while classes that use conventional learning models have an average value of 70.62. The full results are presented in the following table

Tabel 3. Results of Learning Achievement Analysis

Variable	Class	N	Mean	Standar Deviasi	Stand. Error Mean
Learning Achievement	Discovery learning	87	83.1034	11.8430	1.2697
	Conventional	81	70.6173	15.1942	1.6882

In addition to the analysis results described above, analysis test to prove the hypothesis about differences in learning achievement using the discovery learning model and conventional learning models, as evidenced by the results of the analysis t count of 5.911 is greater than t table 1.974 with a probability of 0.006 which is smaller. from 0.05. This shows that the working hypothesis is proven, that there are differences in the learning achievement of students whose learning uses discovery learning models and conventional learning models.

3.4. Supporting factors and inhibiting the use of learning models

The implementation of the learning model in the teaching and learning process certainly requires the readiness of the teacher, both the readiness of mastering the learning model and the readiness of the learning media that supports it. This readiness requires a process that is not instantaneous, because mastery of the concept of a learning model requires time and seriousness from the teacher to master it. Meanwhile, factors supporting and inhibiting the implementation of learning models in the teaching and learning process, such as tug-of-war in the world of education.

The supporting factors for the implementation of the learning model are certainly largely determined by the internal environment of the teacher, such as the willingness of the teacher to use a learning model that is relevant to the learning material and / or external encouragement from the school principal. . However, if the opposite applies, the inhibiting factor for the implementation of the learning model becomes homework for education stakeholders in the district / city, in order to motivate teachers to make improvements in the learning process towards superior education. What is no less important is how teachers are willing and able to use the learning model optimally towards high quality education.

The use of learning models for the learning process in elementary school students is still an important topic to be studied more deeply. Because the implementation of the learning model chosen by the teacher has a strong influence on the variables of learning attitudes, learning motivation, and student achievement. The difference in scores obtained from the two implementation of the learning model, both the discovery learning model and the conventional model, has a fairly wide score range, both in terms of the minimum, maximum, calculated mean or average scores, as well as the standard deviation of each variable.

The implementation of the discovery learning model for elementary school students requires teachers to be able to act as mentors as well as teachers and educators, because teachers must provide opportunities for students to learn actively, direct students in learning activities, and assist students in completing developmental tasks in both cognitive aspects. and affective, so that students can be optimal in following the discovery learning learning model.

Meanwhile, the implementation of conventional learning models is still difficult for teachers to leave, due to various factors and constraints. On the other hand, teachers are required to improve the quality of education in general, but are constrained by various factors, both internal and external. Teachers are still burdened with so many administrative tasks, there are even many teachers who are also treasurers of BOS (School Operational Assistance), so it really disturbs the teacher's time to develop their competence to the fullest. This requires solutions from basic education stakeholders at the local and central government levels, in terms of mapping teacher duties in the learning process. Meanwhile, administrative tasks need to be found a solution by recruiting education personnel in elementary schools, which has yet to be realized.

The manifestation of raising basic education personnel is motivated by the existence of various considerations and policies in Basic Education Minimum Service Standards (SPM), to realize excellent service in improving the quality of basic education in Indonesia.

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