

The Effect of Learning Models and Social Skills on the Learning Outcomes of Vii Grade Students Mts Aisyiyah Bandar Khalifah Academic Year 2019/2020

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Abstract: *The purpose of this study is to determine: (1) Social Science learning outcomes of students who are taught using guided inquiry learning models and Social Science learning outcomes of students taught using expository learning models, (2) Social studies learning outcomes of students who have social skills high and social science learning outcomes of students who have low social skills, (3) The interaction between learning models and social skills on social science learning outcomes of students in class VII MTs Aisyiyah Bandar Khalifah. The population of this study were students of class VII MTs Aisyiyah Bandar Khalifah with a total of 55 students. The sample of this research was assigned class VII-1 = 30 people to participate in learning using the Guided Inquiry model and class VII-2 = 25 people to participate in learning using the expository model. The sampling technique was carried out by total sampling. The research instrument to measure learning outcomes used multiple choice form tests and questionnaires for students' social skills. The data analysis technique used two-way ANOVA at the significance level $\alpha = 0.05$. The results showed: (1) The learning outcomes of students using the Guided Inquiry model were higher using the Expository model. Social Science learning outcomes of students using the Guided Inquiry model with an average score of 91.67, while the social studies learning outcomes of students using the Expository model obtained an average score of 85.36, (2) Social Science learning outcomes students have higher social skills. of high learning outcomes students have low social skills. Students who have high social skills get an average score of social science learning outcomes of 90.93, while students who have low social skills get an average score of 86.42, (3) There is an interaction of learning models and social skills in affect student social studies learning outcomes. Based on the results of the 2x2 factorial ANAVA test, the value of sig = 0.002 <sig.0.05, thus proving the interaction between learning models and social skills in influencing student learning outcomes.*

Keywords: *Guided Inquiry, Social Skills, and Learning Outcomes*

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I. Background

The implementation of a quality teaching and learning process is one of the important factors in improving educational outcomes so that the quality of education is achieved in accordance with the main objectives of education. Thus the success or failure of achieving the objectives of implementing education is strongly influenced by various important factors including the success in the implementation of the teaching and learning process carried out by the teacher in the classroom.

Social Science subject is one of the subjects given to junior high school/ MTs students. Mulyasa (2013: 125) says that through the subject of students' Social Sciences, students are directed to be able to become democratic and responsible citizens of Indonesia, as well as citizens of the world who love peace. Social Science courses are designed to develop knowledge, understanding, and analytical skills on the social conditions of society in entering a dynamic social life.

The teaching and learning process carried out by the teacher in the classroom, especially in the delivery of social science subject matter, is very focused on oral narrative about a specified material so that learning is teacher-centered. Students are less motivated to study hard because of the lack of opportunities given to them. This has an impact on not achieving the Minimum Completeness Criteria of 75.

The acquisition of student learning outcomes at MTs Aisyiyah Bandar Khalifah can be seen in Table 1.1 which is listed as follows:

Table 1.1
Learning Outcomes of Social Sciences MTs Aisiyiah Bandar Khalifah
Bloated

| Academic year | Lowest score | Highest score | Average |
|---------------|--------------|---------------|---------|
| 2014/2015 | 60,00 | 75,00 | 60,00 |
| 2015/2016 | 60,50 | 75,00 | 65,00 |
| 2016/2017 | 65,00 | 80,00 | 65,00 |

Source: List of Student Values at MTs Aisiyiah Bandar Khalifah

Based on Table 1.1, it can be seen that the learning outcomes of MTs Aisiyiah Bandar Khalifah students in Social Sciences lessons have not reached the specified minimum level of completeness. This of course must be a concern for teachers, especially in evaluating and important changes to the implementation of learning, especially in selecting and determining the right learning model, as well as paying attention to the character of students during the learning process.

One way for teachers to get good learning outcomes is to change the learning paradigm, namely using a learning model that fits the needs of achieving the objectives of the learning material. Therefore, the teacher must shift attention to a model based on a constructivist view, that is, the teacher plans and implements alternative learning innovations so that students not only learn monotonous verbal learning, but also have the skills to guide student learning independence.

The learning model used to be able to involve activities as well as to encourage students' social skills during the implementation of learning in this study used is guided inquiry and expository learning models. Trianto (2014: 135) suggests that the inquiry learning model means a series of learning activities that maximally involves all students' abilities to search and investigate systematically, critically, logically, analytically, so that they can formulate their own findings confidently.

Sanjaya (2013: 148) argues that inquiry learning has several principles, namely oriented towards intellectual development, interaction, asking questions, learning principles to think, openness (providing space to provide opportunities for students to develop hypotheses and openly prove the truth of the proposed hypothesis).

This learning model is able to activate students in the class. Zaini (2013: 57) states that active learning is learning that invites students to learn actively. When students learn actively, it means that they dominate the learning activities. In this case, students are required and directed to optimize good thinking in finding main ideas, solving problems or applying them to problems that exist in real life.

In addition to the learning model used by the teacher, the factor of student skills in learning must also be an important concern in learning. Poor social skills in students during the implementation of learning can cause children to be less motivated to develop abilities in an integrated and comprehensive manner. The learning process using conventional methods tends to be directed at the child's ability to memorize information so that the child does not perform optimally which results in low social skills of children.

Social skills are related to moral behavior or actions performed by a person in their activities. Ratna (2013: 14) suggests that social skills are a term used by psychologists to refer to moral actions that are culturally expressed such as sharing, helping someone in need, collaborating with others, and expressing sympathy. In this case mastery of social skills in students is very important because it will help children to be accepted and able to communicate with the surrounding environment.

Kurniati (2014: 35) suggests that social skills are a primary need that children need for independence at the next level of life, this is useful in everyday life both in the family environment and the surrounding environment. Social skills are a form of behavior, actions and attitudes displayed by students when interacting with other people which are also supported by accuracy and speed so as to provide comfort for other people around them.

The results of Ezeoba's research (2014: 8) suggest that there is a variation between the post-test scores of the experimental and control groups, both low and high student abilities taught by guided inquiry achieved a higher post test than those taught by traditional methods. These findings indicate that learning using the guided inquiry model has a high overall positive effect on improving student learning outcomes.

Kenneth's research results (2013: 7) suggest that the use of guided inquiry teaching models is significantly better than conventional teaching methods in improving student cognitive achievement in logic learning. The findings of this study prove that there are differences, especially in the obtaining of the known mean scores of each experimental class.

The results of Sedia's research (2013: 10) suggest the influence of the guided inquiry model on student learning outcomes. Students learn by doing on their own in finding the concepts being learned, based on problems in the environment. The results of this study confirm that students will gain more meaningful experiences and will be more strongly attached to their minds. With the strength of the information attached to the memory of students, of course it will also have an impact on the acquisition of student learning outcomes.

Based on some of the research results above, it can be concluded about the importance of learning models in supporting student learning success. One model that can be applied is the guided inquiry learning model by paying attention to the social skills of students in implementing their learning, especially in Social Sciences subjects.

II. Research Methods

This type of research is a quasy experiment. The use of this type of research is in classes that have been formed before and do not make changes to the situations and conditions of the existing class. This study used two groups drawn from one population with two separate samples. One sample group was treated using guided inquiry learning and for the other class it was allowed to run as usual by using frequently used learning, namely expository. Furthermore, measurements are taken to determine student interest and learning outcomes.

This research uses data analysis techniques such as descriptive analysis and inferential analysis. Descriptive analysis technique is intended to describe the research data including mean, mode, variance and standard deviation. The data that has been obtained are then presented in the form of frequency distribution tables and trend data histograms.

The inferential analysis technique was used to test the research hypothesis using two-way analysis of variance (ANAVA) techniques. Sudjana (2013: 211) explains that before the two-way ANOVA is carried out, the requirements of the analysis are first determined, namely the normality requirements using the Liliefors test, while for the homogeneity requirements test using the Fisher test and the Barlet test.

After testing the requirements of the analysis, the two-way ANOVA test is then carried out, if it turns out that the results of the research hypothesis state there is an interaction, then further testing is carried out using the Scheffe test if the number of samples for each cell is different or the Tuckey test if the number of samples for each cell is the same.

III. Research Result

Based on the results of processing and analysis of research data, the following results can be stated.

Table 1
2 x 2 FACTORIAL ANAVA TEST RESULTS
Tests of Between-Subjects Effects

| Dependent Variable Learning outcome | | | | | |
|-------------------------------------|-------------------------|----|-------------|---------|------|
| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
| Corrected Model | 1039.452 ^a | 3 | 346.484 | 12.904 | .000 |
| Intercept | 424400.189 | 1 | 424400.189 | 1.58104 | .000 |
| Model | 509.494 | 1 | 509.494 | 18.976 | .000 |
| skill | 258.187 | 1 | 258.187 | 9.616 | .003 |
| Model * skill | 280.011 | 1 | 280.011 | 10.429 | .002 |
| Error | 1369.348 | 51 | 26.850 | | |
| Total | 436108.000 | 55 | | | |
| Corrected Total | 2408.800 | 54 | | | |

a. R Squared = ,334 (Adjusted R Squared = ,298)

Based on the results of the data tabulation, it is known that students who are taught using the Guided Inquiry learning model get an average value of learning outcomes of 91.67, while the learning outcomes of Social Sciences students taught by the Expository learning method get an average value of 85,36 learning outcomes.

The results of the calculation using the Anava 2x2 test above show that the price is sig = 0,000. Because the results of the count sig = 0.000 < sig = 0.05, it can be concluded that the group of students who were taught using the Guided Inquiry learning model obtained higher social science learning outcomes than the group of students who were taught using the Expository learning method which was proven true.

Based on the results of the data tabulation, it can be seen that students who have high social skills get an average score of 90.93 Social Science learning outcomes, while the Social Science learning outcomes of students who have low social skills get an average score of 86.42.

The results of the calculation using the Anava 2x2 test above show that the price is sig = 0.003. Because the results of the count sig = 0.003 < sig = 0.05, it can be concluded that the group of students with high social skills obtained higher social science learning outcomes than the group of students who were taught to have low social skills which was verified.

Based on the results of the Anava 2x2 test above, it is known that the price is $\text{sig} = 0.002$. Because the results of the count $\text{sig} = 0.002 < \text{sig} = 0.05$, it can be concluded that there is an interaction between the use of learning models and social skills in influencing student learning outcomes in Social Sciences.

IV. Discussion

The results of the research data analysis through the two-way ANOVA test were decided to reject H_0 and accept H_a . This shows that the social science learning outcomes of students who are taught using the Guided Inquiry learning model are higher than the learning outcomes of students who are taught using the Expository learning method.

The use of learning models is very important for the success of student learning because achieving learning objectives can be influenced by the learning model applied by the teacher to students. In this case there are two learning models, namely guided inquiry and expository learning models. In essence, these two learning models have differences in terms of application, although in practice the teacher determines learning in the classroom. However, the resulting impact of these two learning models is different in terms of student learning outcomes in Social Sciences.

Sanjaya (2013: 24) argues that guided discovery is a series of learning activities that emphasize critical and analytical thinking processes to seek and find answers to the problem in question. In the implementation of guided discovery learning, the thought process itself is usually carried out through question and answer between teachers and students. From the above definition it can be stated that the guided discovery method is a process of obtaining and obtaining information by making observations or experiments to find answers or solve problems to questions.

Banerjee (2010: 61) suggests that to carry out inquiry learning activities, teachers need sufficient content knowledge. However, content knowledge alone is not sufficient, teachers must develop the ability to understand and engage in inquiry before they can teach their students effectively during the inquiry process.

The application of guided inquiry learning is not focused on teacher centered but more focused on student centered because with the delivery model and teaching management in the guided inquiry learning model it is expected that there will be a combination of students and teachers. In this case students are not only educated to learn independently individually, on the contrary there is togetherness between students to move forward together because with the delivery model and the teaching manager in this model it is hoped that no students are not motivated.

Expository learning is learning that focuses on the teacher so that it does not develop students' skills in the learning process. In expository learning, the delivery of material is final, so that in practice the teacher acts as a facilitator for students. As a result, students are not active and creative in learning by not promoting a system of cooperation in study groups or discussion groups.

The results of this study are also in accordance with the results of previous research conducted by Vlassi (2012: 41) which emphasizes that the comparison between guided inquiry and traditional methods for teaching material structures shows significant supremacy from the first method. The findings suggest a higher performance score in tests for boys compared to girls.

The results of Ural's research (2016: 53) which confirms that guided inquiry laboratory experiments develop positive attitudes towards chemical laboratories and reduce student chemistry laboratory anxiety. Likewise, several studies have shown that inquiry-based laboratory applications influence the development of positive attitudes towards the learning environment.

Thus it can be concluded that the application of the guided inquiry learning model will be able to improve learning outcomes, because the achievement of good learning outcomes will be achieved if the teacher has first designed learning in accordance with student characteristics. Thus the guided inquiry learning model has a different effect on learning outcomes in Social Sciences compared to the expository learning model.

From the results of data analysis, it was found that on average the learning outcomes of students with high social skills were better than students who had low social skills. This indicates that students who have high social skills on average have better social studies learning outcomes than students who have low social skills. Thus students who have high social skills are more able to understand social studies than students who have low social skills.

Apart from the learning model, other factors also support student learning outcomes, in this case including social skills which are assumed to have a significant influence on student outcomes. Students who have high social skills are classified into students who have high learning outcomes and knowledge. Meanwhile, students who have low social skills are classified into students who have low learning outcomes and knowledge.

V. Conclusion

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

1. Social Science learning outcomes of students using the Guided Inquiry model are higher using the Expository model. Social Science learning outcomes of students using the Guided Inquiry model with an average score of 91.67, while the Social Science learning outcomes of students using the Expository model obtained an average score of 85.36.
2. Social Science learning outcomes of students having high social skills are higher than learning outcomes of students having low social skills. Students with high social skills obtained an average score of social studies learning outcomes of 90.93, while students who had low social skills obtained an average score of 86.42.
3. There is an interaction of learning models and social skills in influencing student social studies learning outcomes. Based on the results of the 2x2 factorial ANOVA test, the value of $\text{sig} = 0.002 < \text{sig}.0.05$ is obtained, thus proving the interaction between learning models and social skills in influencing student learning outcomes.

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