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The Influence of Learning Strategies and Achievement Motivation on Learning Outcomes of Understanding Sociological Concepts at SMA Negeri 1 Masohi, Central Maluku Regency

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Abstract:

This study aims to (1) examine the differences in learning outcomes of understanding sociological concepts between groups of students who are taught withlearning strategies *expository* and learning strategy *Problem based learning* (2) Testing the difference in learning outcomes of understanding the concept of sociology between groups of students who have high and low achievement motivation (3) Testing the significance of the interaction between learning strategies and achievement motivation on learning outcomes of understanding the concept of sociology. The method used is a quasi-experimental design with a 2 x 2 factorial. This study concludes that the *first*. there is a significant difference in learning outcomes of understanding sociological concepts between groups of students who are taught with *problem based learning learning* strategies andlearning strategies *expository* as evidenced by the average *problem based learning learning strategy* is = 81 and the averagelearning strategy *expository* = 70 while F $test_{count}$ = 113.48 > 4.02 F_{table} at the confidence level = 0.05. *Second*. There is a significant difference in learning outcomes of sociology concepts between groups of students who have high and low achievement motivation as evidenced by the average learning outcomes of high achievement motivation groups = 76.59 and learning outcomes of understanding sociological concepts in students who have low achievement motivation is = 74.46. With the results of theF $test_{calculated}$ = 4.36 > 4.02 F_{table} at the confidence level = 0.05

***Keywords*:** *Problem Based Learning*, strategies, strategies *expository*, achievement, motivation,learning outcomes.

INTRODUCTION

In essence, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual potential, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. (Achmad Munib, 2004: 142). Therefore, it is very important for teachers to continue to look for patterns of learning that are more effective, in accordance with the conditions of students, and are able to solve real problems faced by students in their environment.

Learning activities built by teachers and students are purposeful activities. As a purposeful activity, everything that is done by teachers and students should be directed to achieve the goals that have been determined. According to Hamalik, (2005) learning objectives are a description of the behavior that is expected to be achieved by students after learning takes place.

The results of this behavior change can be in the form of knowledge-understanding, skills, (cognitive, personal social and psycho-motor) and value attitudes, which can be applied and developed by students according to the field they are engaged in. The application and development of learning outcomes are expected to be used in solving learning problems at school and in everyday life faced by students. In other words, a learning event that takes place is directed to facilitate the development of potential abilities possessed by students into real abilities, which can be used to solve problems faced, both in current situations and in future situations.

Learning is basically an attempt by the teacher to help students to carry out learning activities. Related to this, Degeng (1990) suggests that learning is an effort to teach students. Meanwhile, according to Setyosari (2001), learning is the delivery of information and activities designed to help facilitate students in order to achieve the specific learning objectives expected. Furthermore, Setyosari (2001) says that if learning is designed to achieve certain learning goals, then learning will be more successful or more effective in achieving the goals to be achieved. The purpose of learning is a form of efficiency and effectiveness of learning activities carried out by students.

To achieve the goals that have been set in the learning design, the learning strategy plays an important role. According to Degeng (1997), learning strategy variables can be classified into three types of strategies, namely: (1)*organizational strategy*, (2)*delivery strategy*, and (3)*management strategy*. The three learning strategies are links that cannot be separated from each other, because they play an important role in improving the quality of learning.

Furthermore, Degeng (1997) said that the*delivery strategy*refers to the methods used to convey learning to students, as well as receiving and responding to input from students. It is also said that the strategy in question is a strategy used in carrying out the learning process. In the delivery strategy there are three components that need to be considered, namely: (1) teaching media, (2) student interaction with the media, and (3) the form/structure of teaching and learning. Teaching media is a component of a delivery strategy that contains a message, to be conveyed to students. Student interaction with the media is a component of learning delivery strategies that refer to learning activities carried out by teachers and how the role of the media in stimulating learning activities. The form of teaching and learning is a component of learning delivery strategies referring to students who study in large groups, small groups, individually or independently. In connection with the implementation of learning strategies, Joni (1993) said that the main reference in determining learning strategies is the achievement of learning objectives.

The learning delivery strategy used by the teacher in small groups is cooperative learning. According to Slavin (1995), cooperative learning is a learning strategy where students

learn and work in small groups collaboratively consisting of 4-6 people, so that it can stimulate students to be more passionate about learning. Furthermore, Nasution (1989) suggests that group learning is effective when each individual feels responsible for the group, students participate and cooperate with other individuals effectively, causing constructive changes in one's behavior and each member is safe and satisfied in the classroom. Suryobroto (2002) asserts that group learning is formed with the hope that students can actively participate in learning.

The use of cooperative learning by teachers at various levels of education is supported by various research findings, which show that cooperative learning has a positive impact on students whose learning outcomes are low and their learning outcomes can be improved. Slavin (1990) found that 86% of all students who were taught by *cooperative learning* had high learning achievement, compared to students who were taught by other learning methods. The same thing was also stated by Wheeler (1977) that students who were taught by *cooperative learning were* more successful in learning social studies than students who were taught by the competition system, with a comparison rate of 74%: 26%. Furthermore, Stahl (1977) reported that the use of cooperative learning encourages the growth of an attitude of solidarity and openness among students. In his research, it was also found that *cooperative learning* encourages the achievement of social goals and values in social studies education.

The results of the research findings above indicate a very high effectiveness for the acquisition of student learning outcomes, both in terms of their effect on mastery of subject matter and in terms of the development and training of attitudes and social skills that are very beneficial for students in life in society.

The application of cooperative learning in public high schools is expected to encourage the growth of an attitude of solidarity and openness among students, and can facilitate students in achieving learning goals.

RESEARCH METHODS

This study used a quasi-experimental research design, with amodel *pretest-posttest nonequivalend control group design* (Wiersma, 1995: 139, Tuckman 1999). This quasi-experimental research design uses class (*intact group*). So using a quasi-experimental study all subjects in the study group*(intactgroup)*for treatment*(treatment),*and not with subjects drawn randomly. This study aims to test the effectiveness oflearning strategies *problem based learning* in improving student learning outcomes by using a control class that useslearning strategies *expository*. Thus the design used in this study is the *Pretest-Postest Non-equivalent Control Group Design* which procedurally follows the pattern shown in Table 1.

Table 1. Experimental Procedure "*Pretest-Postest Non-equivalent Control Group Design;* Adapted from: (Tuckman, 1999)

pretest	The group	posttest
O1	X1Y1	O2
O3	X1Y1	O4
O5	X1Y2	O6
O7	X1Y2	O8
O9	X2Y1	O10
O11	X2Y1	O12
O13	X2Y2	O14
O15	X2Y2	O16

Information:
X1 = application of *problem based learning learning*
X2 strategies= application oflearning strategies *expository*
Y1 = high achievement motivation
Y2 = low achievement motivation
O1 = pre test
O2 = post test

The design of this study used a 2 x 2 factorial pattern (Kerlinger, 1986; Gall et al., 2003; and Salkind, 2006). Through a factorial design like this, it will be possible to determine the main*effect*and*interaction effect*of all treatment variables. The hypotheses that have been formulated can be tested simultaneously to see the differences and interactions between the variables studied. The design of this study is shown in Table 2.

Table 2. 2 x 2 x 2 . Factorial Design

			Learning Model	
			PBL	Expository
Achievement motivation	MBT	KKT	Y1.1, Y1.2..n	Y1.1, Y1.2..n
		TRC	Y2.1, Y2.2..,n	Y2.1, Y2.2..,n
	MBR	KKT	Y1.1, Y1.2..n	Y1.1, Y1.2..n
		TRC	Y2.1, Y.2.2..n	Y2.1, Y.2.2..n

Description:
PBL = *Problem Based Learning*
EKS = *Expository*
MBT = High Achievement Motivation
MBR = Low Achievement Motivation
Y = Learning Outcomes
n = Subject

Table 3. shows that the learning strategy variable has two dimensions, achievement motivation has two dimensions, and collaboration skills have two dimensions. The dimensions of cooperative learning strategies are *problem based learning* (PBL) learning strategies andlearning strategies *expository*. Dimensions of achievement motivation include: high achievement motivation (MBT), and low achievement motivation (MBR). Thus, the main effect and the interaction effect of each treatment variable can be expressed easily and clearly.

Table 3. Hypothesis Testing Results

No.	Hypothesis	Statistical Test	$F_{arithmetic}$	F_{table}	Kep H_0	Case
1	There is a difference in sociology learning outcomes between groups of students taught with *problem based learning* strategies and those taught with expository learning strategies	H_0 : PBL = ESP H_1 :µPBL = ESP	113.48	4.20	H_0 rejected	There is a significant difference
2	Differences in student learning outcomes taught *problem based learning* strategies andlearning strategies *expository* in groups of students who have high achievement motivation	H_0: PBLMBT = ESP H_1 :µPBL = ESP	73.72	4.20	H_0 rejected	There is a significant difference
3	There is a difference in the effect of *problem based learning* strategies andlearning strategies *expository* on sociology learning outcomes for groups of students who have low	H_0: PBLMBR = ESpMBR H_1: PBLMBR = ESPMBR	69.73	4.20	H_0 rejected	

		achievement motivation				
	4	There is an interaction between learning strategies and achievement motivation on learning outcomes of understanding sociological concepts.	H_0 : MP x MB = 0 H_1 : MP x MB = 0	245.02	4.20	H_0 rejected

Table 4. Interaction between groups were compared to

No.	the comparison group	Q_{hit}	Q_{tab}	SIGNIFICANT
1	PBL -ESP	9.87	2.89	SIGNIFICANT
2	MBT -MBR	8.14	2.89	SIGNIFICANT
3	PBLMBT-PBLMTR	22.63	3.01	SIGNIFICANT
4	EKSMBT - ESPMTR	21.42	3.01	SIGNIFICANT
5	PBLMBT - ESPMBT	12.74	3.01	SIGNIFICANT
6	PBLMBR - ESPMBR	8.58	3.01	SIGNIFICANT
7	PBLMBT - ESPMBR	9.89	3.01	SIGNIFICANT
8	PBLMBR - ESPMBT	8, 68	3.01	SIGNIFICANT

RESULTS AND DISCUSSION

The results of proving the first hypothesis show that there is a significant difference between learning outcomes in the group of students who are taught withlearning strategies. *problem based learning* with taught withlearning strategies *expository*. The existence of this difference means that the delivery of different sociology materials shows different results towards improving students' sociology learning outcomes, in this case the use oflearning strategies *problem based learning* has a greater influence on learning outcomes for students of SMA Negeri 1 Masohi when compared tolearning strategies *expository*.

There are several factors that support the reason that the delivery of material usinglearning strategies *problem based learning* is better than usinglearning strategies *expository*. Submission of material usinglearning strategies *problem based learning* has the characteristic of this strategy is to provide an authentic experience that encourages students to learn actively, construct knowledge and solve problems actively when the teacher presents problems in learning materials that need to be solved by students. Students better understand the concept because they themselves discovered the concept. Learning usingstrategies *problem based learning* demands more students' higher thinking skills, students' knowledge is

embedded based on their schemata so that learning is more meaningful. Application oflearning strategies *problem Based learning* is one type of cooperative learning that allows students to collaborate with students to solve problems that occur in the classroom, requiring more students' thinking to find and solve problems creatively in each student. It is different withlearning strategies *expository* that are applied in the learning process, in the learning process by using strategies Inlearning, *expository* more students are silent and the most active is the group leader. More experiences gained by students as group members are conveyed to the group leader so that students are more passive and the active is the group leader.

This method makes it more difficult for students to think because students do not dare to express opinions when compared to students who are given the responsibility as group leader. On the other hand, most students who sit as group members prefer to be silent on the thing that if asked by the teacher they will be answered well, it's just that if usinglearning strategies *expository* in learning more students only have the courage to answer or express opinions, for students who have high achievement motivation is more enthusiastic when compared to students who have low achievement motivation.

The results of testing the second hypothesis prove that there is a difference in the effect of *problem based learning* strategies andstrategies *expository learning* on students who have high and low achievement motivation on sociology learning outcomes in SMA Negeri 1 Masohi students. The interaction shows that each learning strategy and learning strategy has a different effect on the sociological learning outcomes applied to the group of students of SMA Negeri 1 Masohi who have achievement motivation at a certain level.

The results of the third analysis then show that the delivery of material usinglearning strategies *problem based learning* and achievement motivation provides better learning outcomes than usinglearning strategies *expository* and achievement motivation for students of SMA Negeri 1 Masohi. The location of the strength of delivering material usinglearning strategies *problem based learning* and achievement motivation lies in the ability of students who have achievement motivation so that students are encouraged to be more enthusiastic in participating in learning so that the students' cognitive structures are reactivated before the learning process is carried out by the teacher who brings sociology learning materials, This means that students are given several questions before the process of delivering the material takes place or the material to be discussed so that students' cognitive structures are reactivated. The way to activate the cognitive structure is to ask questions and even raise problems before forming small groups for discussion. By proposing problems to be discussed, it encourages students to activate prior knowledge or recall concepts about sociology material. Fundamental questions can arouse students in understanding the material or material that will briefly be delivered by the sociology subject teacher and as a result of curiosity so that they are compelled to solve the problems presented by the teacher to be discussed by students in the learning process taking place using strategies learning *problem based learning.*

Activated cognitive structures can be used as a strong basis for understanding the material presented, so that when the teacher conveys the problems being discussed, students will quickly get an idea of the content of the material presented and can solve the problems discussed in small groups that have been formed. and in the end students can understand it as a whole. If the material is not clear in small group discussions, students can ask questions to the teacher so that there is a feedback discussion. Thus students will feel satisfied and clear to them if the questions are answered by the teacher correctly.

Sociology material delivered by the teacher usinglearning strategies *problem-based* not only strengthens students' understanding but can increase students' knowledge and the material delivered can improve sociology learning outcomes while training students to improve speaking skills. Submission of material usinglearning strategies is *problem based learning* not found in the delivery of material withlearning strategies *expository* because thelearning strategy

expository focuses more on group discussion which allows students to be more passive only the group leader is more active when compared to group members, the cognitive structure is less activated because students do not show activity in group discussions.

The success of learning usinglearning strategies is *expositorylargely* determined by students who have the courage to express their opinions when group discussions are carried out, while students who do not have the motivation to participate less in the discussion process so their cognitive structure does not function properly so it can happen that the acquisition of sociology learning outcomes for students Those who have achievement motivation must have a lot of discussions with friends in discussion groups and with friends in class after the learning process is complete.

The results of testing the fourth hypothesis provide the opposite opportunity, meaning that the sociology learning outcomes test for students who have low achievement motivation who are taught withlearning strategies *problem based learning* are better than the results of sociology learning tests for students of SMA Negeri 1 Masohi who are taught withlearning strategies *expository* and achievement motivation. high and low. It is suspected that the learning outcomes of sociology taught to students at SMA Negeri 1 Masohi usinglearning strategies are *problem based learning* carried out systematically by following the existing steps in accordance with the theory so that individual control of students by the teacher who delivers sociology learning materials, control from the teacher This makes students motivated in discussing problems in the learning material presented by the sociology subject teacher, the freedom to discuss with fellow friends in small groups is a determinant of student success in learning. Freedom of learning like this can make it easier for students to adapt to the instructions contained in the syntax oflearning strategies *problem based learning* so that they can achieve maximum learning outcomes. For students who have low achievement motivation who are taught usinglearning strategies, *expositorythey* have little difficulty slowing down because they are not well controlled by the teacher. This is because some students have low achievement motivation when compared to students who have high achievement motivation.

If this difficulty cannot be overcome by the sociology teacher, then students tend to avoid sociology learning that is used by the teacher by usinglearning strategies *expository,* and it is better if sociology learning is taught withlearning strategies *problem based*.

CONCLUSION

Learning strategies *of problem based learning* are better than *expository* on learning outcomes sociology describe the relationship between the learning model with the results of study sociology, as is known teaching sociology, students are asked to find themselves and to be able to solve problems associated with social problems that occur in society thatlearning strategies *problem based learning* that will be appropriately given or taught in sociology learning.

learning strategies *Problem based learning* taught to students who have high achievement motivation are better thanlearning strategies *expository* taught to students who have high achievement motivation to sociology learning outcomes. Sociology learning in addition to requiring appropriate learning strategies also requires high learning motivation to achieve good learning outcomes. For this reason,strategies are *problem based learning* very appropriate for students who have high achievement motivation.

learning strategies *Problem based learning* taught to students who have low achievement motivation are better thanlearning strategies *expository* taught to students who have low achievement motivation to sociology learning outcomes. Sociology learning in addition to requiring appropriate learning strategies also requires learning motivation even though low motivation to achieve good learning outcomes. For this reason,learning strategies

are *problem based learning* very appropriate for students who have more orientation motivation thanlearning strategies *expository*.

The *problem-based learning strategy* applied to students of SMA Negeri 1 Masohi is better than the application oflearning strategies *expository* to students who have high achievement motivation and low achievement motivation.

SUGGESTIONS

Based on the conclusions above, some suggestions can be put forward as follows:

First, in teaching and learning activities, it is expected that teachers in the field of sociology studies can choose learning strategies that are in accordance with the character of students in order to develop students' ideas or reasoning. This is considered very important because throughlearning strategies *problem based learning* students' abilities can be improved and provide better learning outcomes.

Second, for students who have low achievement abilities and motivation, teachers should use learning strategies to help them understand the sociological material being taught. .

Third, for students with high achievement motivation, teachers should use learning strategies to further improve their knowledge, because based on research results for students learning strategies are more effective.

Fourth, this research is only experimental so that the results cannot guarantee a causal relationship between learning strategies and achievement motivation, so it is hoped that further in-depth research will involve other variables and larger samples.

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