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The Effect of Learning Strategy and Preliminary Ability on The Results of Learning Kearsipan Course in the Polytechnic of LP3i Jakarta

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Abstract

This research was conducted at the LP3I Jakarta Polytechnic, Business Administration Study Program for the even semester of the 2019/2020 academic year in November 2019 to March 2020 with treatment given for 8 (eight) meetings including the initial test and final test using the experimental method, while the research design was design. *treatment by level* 2 x 2. The purpose of this study was to determine the differences in learning outcomes of archiving subjects in office administration students, between students who studied *PBL (Problem Based Learning)* learning strategies and students who studied withlearning strategies *CTL (Contextual Teaching Learning)* and The interaction between learning strategies and early office administration skills on learning outcomes of archiving subjects. The influence oflearning strategies *PBL (Problem Based Learning)* is higher for students who have a low level of initial ability than thelearning strategy *CTL (Contextual Teaching Learning)* on archiving learning outcomes. Students with low initial abilities usinglearning strategies *PBL (Problem Based Learning)* will be better at solving problems with group friends. So that thelearning strategy *PBL (Problem Based Learning)* has a greater influence on students who have a low initial ability level compared to using thelearning strategy *CTL (Contextual Teaching Learning)*. To improve archival learning outcomes for students at the LP3I Jakarta Polytechnic, office administration majors that have high initial abilities uselearning strategies. *PBL (Problem Based Learning)* learning outcomes are higher, as well as for students who have low initial abilities, their learning outcomes can be improved by followinglearning strategies. *PBL (Problem Based Learning)*, in general, to improve the learning outcomes of LP3I Jakarta Polytechnic students, office administration majors can be done using thelearning strategy. *PBL (Problem Based Learning)*.

Keywords: strategy, learning, ability, learning

INTRODUCTION

Education prepares Indonesian people to be able to compete, partner, and be independent of their identity in facing the era of globalization. The era of globalization demands quality human resources who are tough, creative, and capable of mastering science and technology. It is clear that education greatly affects the quality of human resources.
Success in the learning process is part of the quality of human resources, it can be seen from various aspects, including by improving student learning outcomes. In the learning process in the classroom, observations and interviews are carried out with students, so that the following information is obtained, students feel more ready to accept lessons when they have received the material at a previous time so that it is easy to understand. To easily understand each subject matter, adequate prerequisite knowledge is required. According to Miarso (2004: 550), of the many definitions of learning, there are general similarities in defining learning, namely: (a) there is a change or new ability, (b) the change or new ability does not last for a moment, but is permanent and can be stored, (c) the change or new ability occurs because of an effort, (d) the change or new ability only occurs due to growth factors. From some of these definitions of learning, it can be seen that learning occurs as a result of environmental conditioning followed by strengthening and a purposeful effort.

According to Snelbeker in Rusmono (2012: 8) quoted by Gayatri, (2017: 91) says "changes or new abilities that students acquire after doing learning actions are the result of learning. Because basically this is how a person's behavior changes as a result of the experience ". Then according to Rifa'I and Anni (2009: 85), "learning outcomes are changes in behavior obtained by students after experiencing learning activities". According to Sudjana (1992: 34) quoted by Mappeasse (2009: 3) as saying "learning outcomes are abilities that students have after receiving a learning experience. Learning outcomes according to Dimyati in Rianti (2007: 12) quoted by Gayatri (2017: 92) are "the results of the learning process where the active actors in learning are students and the active actors in learning are teachers". In Gayatri (2017: 92) according to Nana Sudjana (2005: 3) "learning outcomes are changes in student behavior after going through the learning process."

Slameto (2010: 54) quoted by Valentino (2013: 4) said the factors that influence learning are many, but can be classified into two groups, namely internal factors and external factors. Internal factors are factors that come from within students, which include: attitude, motivation, concentration, ability, intelligence, self-confidence, study habits and creativity. External factors are factors that come from outside the student, which include curriculum, learning strategies, evaluation tools, learning environment and learning media. So, a person's success in learning is a combination of his / her potential and external factors that support understanding something. This study limits itself to one external factor, namely "learning strategy" and one internal factor, namely "initial ability". This choice is based on an assumption that these two factors affect student learning outcomes. The learning outcomes that will be examined in this study are the learning outcomes of archiving subjects. Archiving is a course in the curriculum of the office administration department, at the diploma level three.

Research results from Fitriyani (2015), with research "The Influence of Problem Based Learning Strategies and Guided Inquiry on Metacognitive Skills, Critical Thinking, and Cognitive Learning Outcomes of High School Students", namely the results of data analysis and discussion concluded that 1) PBL learning strategies have a significant effect. towards students' metacogitive skills 2) PBL learning strategies have a significant effect on critical thinking. 3) PBL learning strategy has a significant effect on cognitive learning outcomes.

Danial (2010), with research "The Effect of PBL Strategies on Metacognition Skills and Student Response", namely PBL strategies have a very significant effect on students' metacognition skills. The application of the PBL strategy can improve students' metacognition

skills. The application of the PBL strategy has also received a positive response from students who have been taught this strategy. Then it is suggested by the writer to apply PBL strategy in teaching students because this learning strategy is proven to be able to improve metacognition skills and get a positive response from students.

His research by Zulrahmat (2016), entitled "The Effect ofStrategies *Problem Based Learning* and Creative Attitudes towards Civics Learning Outcomes "results in the following findings and analysis: Civics learning outcomes taught by PBL learning strategies are higher than students who are taught expository learning strategies, there is an interaction effect between learning strategies and students' creative attitudes on Civics learning outcomes. Civics learning outcomes who have high creative attitudes taught by PBL strategies are higher than students taught expository strategies, Civics learning outcomes of students who have low creative attitudes who use PBL learning strategies are lower than students taught expository strategies. The use of PBL learning strategies can improve student learning outcomes, this study also proves that the learning outcomes of students who have low initial abilities can be improved by using PBL strategies.

RESEARCH METHODS

Methodsm used in this research is the experimental method. The research variable consisted of the dependent variable (Y), namely the learning outcomes of the archiving subject, and the independent variable, namely the treatment variable consisting of the learning strategy (A), and the initial ability attribute variable (B). Learning strategy PBL (Problem Based Learning) ($A_{1)}$,and learning strategies *CTL* (Contextual*Teaching*Learning)($A_{2)}$.While the initial ability is divided into high initial ability (B_1) and low initial ability (B_2).

Data Analysis Procedure

Analysis technique used includes data analysis using descriptive statistics, data analysis using inferential statistics and testing the analysis requirements.

RESEARCH RESULTS RESEARCH

Data

The description of the research results obtained from the collection of data on the learning outcomes of archiving subjects from the control class (CTL learning strategy) and the experimental class (PBL learning strategy). The archival learning outcome instrument consists of 38 multiple choice questions that have been tested for validity and reliability.

Archive learning outcomes data obtained are grouped according to the names of students who are the samples in the study. In each class, both the experimental class and the control class, there are two sample groups based on their level of creativity, namely 8 students in the high creativity group and 8 students in the low creativity group, so that the sample of students in this study amounted to 16 students in the experimental class and 16 students. Students in the control class.

With two different treatment strategies in the form of scores. Exposure includes variables: (1) The ability of the start of administration offices, (2) Learning Strategies, and (3) Learning Outcomes Archival which includes *the*mean, median, mode, *standard*deviation,the range of scores*(range),*minimum score, and maximum score. If Y represents the dependent variable or variables of learning outcomes archival X represents the independent variable is, A_1 indicates variable learning strategy and strategy PBL, and A_2 declared variables learning strategies with the Strategy CTL, B_1 declare variables with the capability of high initial and B_2 declared variables with low initial ability, the summary of the data score acquisition for the research variables is presented as follows:

Table 1. Descriptive Statistics Archival Learning Outcomes (Y) with PBL Learning Strategies (A_1)

Size	Value
N	22
Mean	85
Median	*86*
Mode	93
Std. Deviation	12
Variance	143
Range	36
Minimum	64
Maximum	100

From the research data, as many as 22 students in the class using theLearning Strategy *PBL* obtained a minimum score of 64 and a maximum score of 100. The average score was 85 and the standard deviation was 12; median 86; mode 93; variance 143 and a range value of 36. Exposure to the frequency distribution of archiving learning outcomes inclass is *PBL* done using *Microsoft Excel for Windows*.

Table 2. Descriptive Statistics of Archival Learning Outcomes (Y) with the CTL Learning Learning Strategy (A_2)

Size	Value
N	22
Mean	76
Median	78
Mode	82
Std. Deviation	13
Variance	168
Range	44
Minimum	54
Maximum	98

From the research data, 16 students in the class using the CTL Learning Strategy obtained a minimum score of 54 and a maximum score of 98. The average score was 76 and the standard deviation was 13; median 78; mode 82; variance 13 and a range value of 44.

Exposure to the frequency distribution of archiving learning outcomes in the CTL class was carried out using the *Microsoft Excel for Windows program*.

From the data table 4.1 and table 4.2, information can be obtained that learning using theLearning Strategy *PBL* has an average value of archiving learning outcomes greater than learning using the CTL Learning Strategy.

Table 3 Descriptive Statistics of Archive Learning Outcomes (Y) with High Initial Ability (B_1)

Size	Value
N	11
Mean	93
Median	89
Mode	89
Std. Deviation	5
Variance	27
Range	15
Minimum	85
Maximum	100

From the research data, there were 11 students with high initial abilities a minimum score of 85 and a maximum score of 100 was obtained. The mean score was 93 and the standard deviation was 5; median 89; mode 89; variance 27 and value range 15. Exposure to the frequency distribution of archiving learning outcomes for students with high abilities done using the *Microsoft Excel for Windows program.*

Table 4. Descriptive Statistics of Archival Study Results (Y) with Low Initial Ability (B_2)

Size	Value
N	11
Mean	75
Median	75
Mode	75
Std. Deviation	5
Variance	22
Range	15
Minimum	68
Maximum	83

From the research data, there were 11 students, with a low initial score of at least 68 and a maximum score of 83. The average score was 75 and the standard deviation was 5; median 75; mode 75; variance 22 and value range 15. Exposure to the frequency distribution of archiving learning outcomes with students with low initial abilities is done using the *Microsoft Excel for Windows program*.

Archival learning outcomes of students who take lessons using PBL Learning Learning Strategies.

Table 5. Archival learning outcomes of students who take lessons using theStrategy *PBL LearningLearning*

No..	Class Interval	Cap		Frequency		
		Down	Up	Objective	Cumulative	Relative (%)
1	64-70	63.5	70.5	4	4	18.2
2	71-77	70.5	77.5	4	8	18.2
3	78-84	77.5	84.5	2	10	9.1
4	85-91	84.5	91.5	4	14	18.2
5	92 - 98	91.5	98.5	6	20	27.3
6	99 - 105	98.5	105.5	2	22	9.1
				22		

Histogram of the above data is shown in Figure 1. There are two axes needed in making a histogram, namely the vertical axis as the objective frequency axis, and the horizontal axis as the axis of the acquisition value of Indonesian learning outcomes tests. The histogram graph of the data distribution of archival learning outcomes in the control class usinglearning strategies *PBL* from students with high initial abilities and students with low creativity is shown in the following figure:

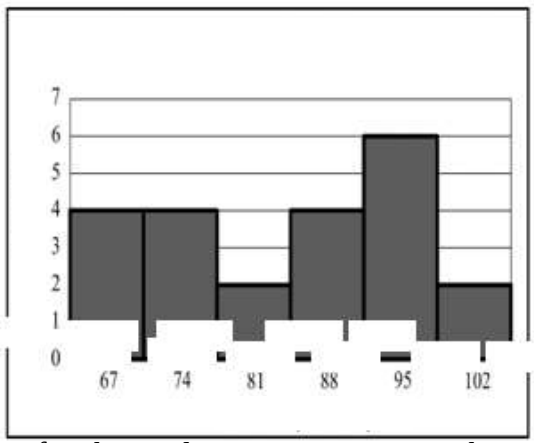

Fig 1. The histogram of archiving learning outcomes in the control class using PBL learning strategies

Archival learning outcomes of students who take lessons using the CTL Learning Learning Strategy.

Table 6. Archival learning outcomes of students who take lessons using theStrategy *CTL LearningLearning*

No..	Class Interval	Cap		Frequency		
		Down	Up	Objective	Cumulative	Relative (%)
1	4.2 - 5.2	4.15	5.25	1	1	6.3
2	5.3 - 6.3	5.25	6.35	5	6	31.3
3	6.4 - 7.4	6.35	7.45	7	13	43.8
4	7.5 - 8.5	7.45	8.55	2	15	12.5
5	8.6 - 9.6	8.55	9.65	1	16	6.3
				16		100

Histogram from the data above is shown in Figure 2, there are two axes needed in making a histogram, namely the vertical axis as the objective frequency axis, and the horizontal axis as the axis of the acquisition value of Indonesian learning outcomes tests. The histogram graph of the distribution of data on archiving learning outcomes in the control class using the CTL Learning learning strategy from students with high initial abilities and students with low creativity is shown in the following figure:

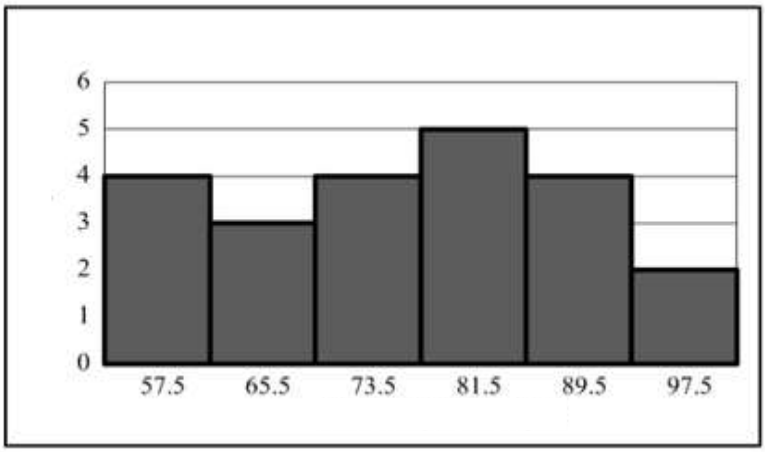

Fig 2. The histogram of archiving learning outcomes in the control class using the CTL learning strategy

Archive learning outcomes of students who have high initial abilities

Table 7. Archive learning outcomes of students who have high initial abilities

No.	Class Interval	Cap		Frequency		
		Down	**Up**	**Objective**	**Cumulative**	**Relative (%)**

1	4.2 - 5.2	4.15	5.25	1	1	6.3
2	5.3 - 6.3	5.25	6.35	4	5	25.0
3	6.4 - 7.4	6.35	7.45	3	8	18.8
4	7.5 - 8.5	7.45	8.55	3	11	18.8
5	8.6 - 9.6	8.55	9.65	5	16	31.3
				16		100

From the research data, there were 16 students in the class of students who had high initial abilities, a minimum score of 4.2 and a maximum score of 9.5 was obtained. The mean score was 7.4; standard deviation of 1.5; median 7.0; mode 8.4; variance 2,3; and the range value is 5.3. The presentation of the frequency distribution of archiving learning outcomes inclasses was *PBL* carried out using the *Microsoft Excel for Windows program.*

The histogram graph of the distribution of data on archiving learning outcomes in control class students with high initial abilities is shown in the following figure:

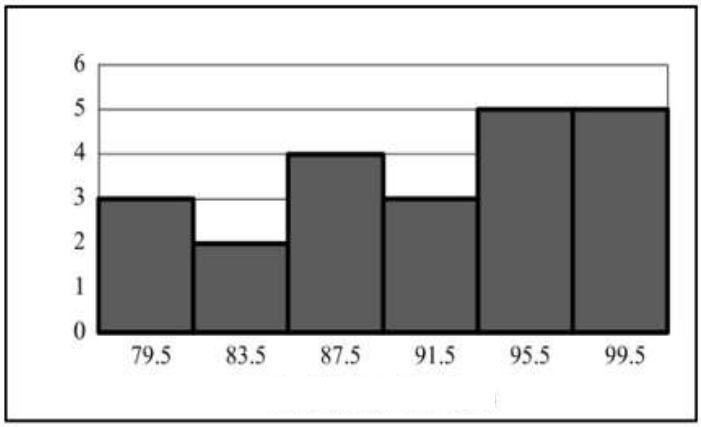

Fig 3. histogram of archiving learning outcomes in control class students with high initial abilities

Archive learning outcomes of students who have low initial abilities

Table 8. Archive learning outcomes of students who have high initial abilities

No.	Class Interval	Limit		Frequency		
		Lower	**Upper**	**Objective**	**Cumulative**	**Relative(%)**
1	4.2 - 5.0	4.15	5.05	3	3	18.8
2	5.1 -					
	6.0 5.05 6.05 2 5 12.5 3 6.1-					

	- 8.0	7.05	8.05	6	15	37.5
5	8.1 - 9.0	8.05	9.1	1	16	6.3
				16		100

From the research data, there were 16 students in the student class who had an average score of 6.6; standard deviation 1.3; median 7,4; mode 6,8; variance 1,6; and the range value is 4.5. The presentation of the frequency distribution of archiving learning outcomes inclasses was *PBL* carried out using the *Microsoft Excel for Windows program.*

The histogram graph of the distribution of data on archiving learning outcomes in control class students with low initial abilities is shown in the following figure:

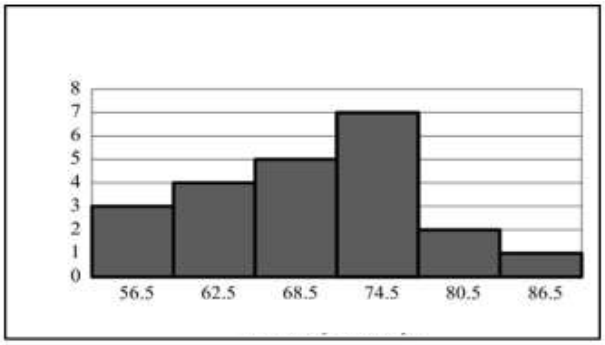

Figure 4. Histogram of Archival Learning Outcomes in control class students with low initial abilities.

Archive learning outcomes of students who have high initial abilities usingStrategies *PBL Learning*

Table 9. Archive learning outcomes of students who have high initial abilities using theLearning strategy *Quantum*

No.	Class Interval	Limit		Frequency		
		Lower	**Upper**	**Objective**	**Cumulative**	**Relative(%)**
1	7.6 - 8.0	7.55	8.05	1	1	6.3
2	8.1 - 8.5	8.05	8.55	2	3	12.5
3	8.6 - 9.0	8.55	9.05	2	5	12.5
4	9.1 - 9.5	9.05	9.55	3	8	18.8
				8		100

From the research data of 8 students, the average score was 8.7; standard deviation of 0.6; median 8,4; 8.7 mode; variance 0,3; and the range value is 1.9. The explanation of the frequency distribution of archiving learning outcomes in a class of students with high initial

abilities usinglearning strategies is *PBL* carried out using the *Microsoft Excel for Windows program.*

The histogram graph of the distribution of data on archiving learning outcomes in the control class using PBL learning strategies from students with high initial abilities is shown in the following figure:

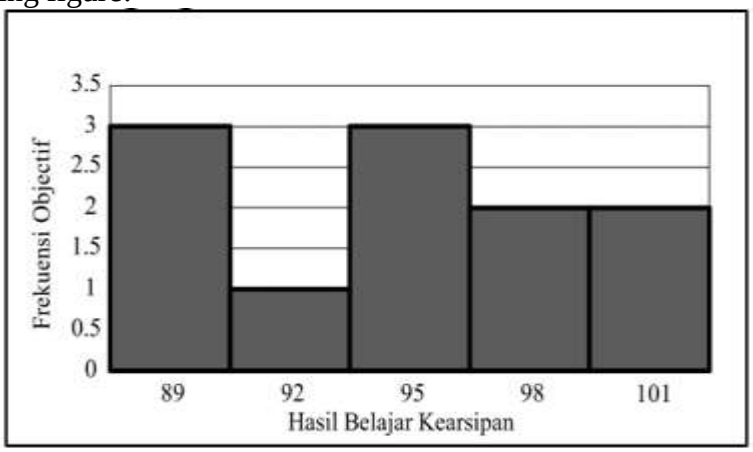

Fig 5. histogram graph of the distribution of data on archiving learning outcomes in the control class using PBL learning strategies from students with high initial abilities

Archive learning outcomes of students who have low initial abilities usingStrategies *PBL Learning*

Table 10. Archival learning outcomes of students who have low initial abilities using theLearning strategy *Quantum*

No.	Class Interval	Cap		Frequency		
		Down	**Up**	**Objective**	**Cumulative**	**Relative (%)**
1	4.2 - 4.9	4.15	4.95	1	1	6.3
2	5.0 - 5.7	4.95	5.75	3	4	18.8
3	5.8 - 6.5	5.75	6.55	2	6	12.5
4	6.6 - 7.3	6.55	7.35	2	8	12.5
				8		100

From the research data of 8 students, the average score was 5.9; standard deviation of 0.9; median 5,3; 8.7 mode; variance 0.7; and the range value is 2.9. The explanation of the frequency distribution of archiving learning outcomes in a class of students with low initial abilities usinglearning strategies is *PBL* carried out using the *Microsoft Excel for Windows program.*

The histogram graph of the data distribution of archiving learning outcomes in the control class using thelearning strategy *PBL* which has low initial ability is shown in the following figure:

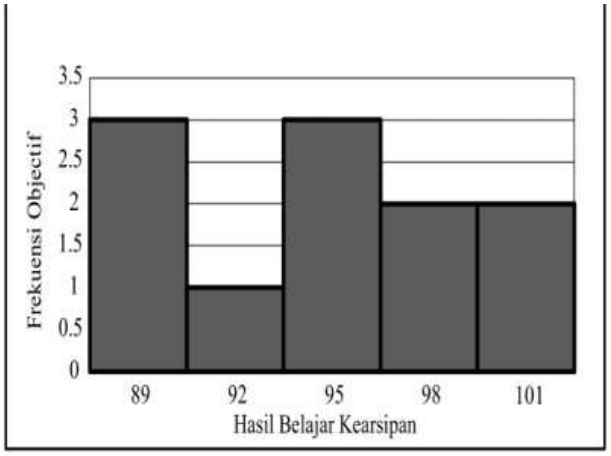

Figure 6. Histograms of Archival Learning Outcomes in a class of students with low initial abilities using theLearning strategy *Quantum*

Archive learning outcomes of students who have high initial abilities using the CTL Learning Learning Strategy

Table 11. Archival learning outcomes of students who have high initial abilities using theLearning strategy *Competitive*

No.	Class Interval	Cap		Frequency		
		Down	**Up**	**Objective**	**Cumulative**	**Relative (%)**
1	4.1 - 4.7	4.05	4.75	1	1	6.3
2	4.8 - 5.4	4.75	5.45	1	2	6.3
3	5.5 - 6.1	5.45	6.15	3	5	18.8
4	6.2 - 6.8	6.15	6.85	3	8	18.8
				8		100

From the research data of 8 students, the average score was 5.8; standard deviation of 0.7; median 5.5; mode 6.3; variance 0.6; and the range value is 2.4. The explanation of the frequency distribution of Archiving learning outcomes in a class of students with high initial abilities usinglearning strategies. Learning is *Competitive* carried out using the *Microsoft Excel for Windows program.*

The histogram graph of the data distribution of archival learning outcomes in the control class using the CTL learning strategy from students with high initial abilities is shown in the following figure:

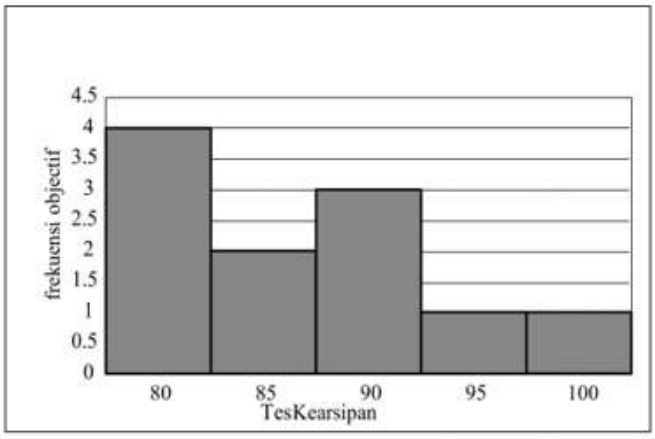

Figure 7. Histogram of Archival Learning Outcomes in a class of students who have high initial abilities using theLearning strategy *Competitive.*

Archival learning outcomes of students who have low initial abilities using the CTLLearning Strategy *Learning*

Table 12. Archive learning outcomes of students who have low initial abilities using thelearning strategy *CTL Learning.*

No.	lass Interval	Cap		Frequency		
		own	**Jp**	**bjective**	**umulative**	**elative (%)**
1	6.0 - 6.6	5.95	.65	1	1	6.3
2	6.7 - 7.3	5.65	.35	2	3	12.5
3	7.4 - 8.0	7.35	.05	4	7	25.0
4	8.1 - 8.7	8.05	.75	1	8	6.3
				8		100

From the research data of 8 students, the average score was 7.4; standard deviation 0.6; median 7,1; mode 7,2; variance 0.4; and the range value is 2,6. The explanation of the frequency distribution of archiving learning outcomes in a class of students who have low initial abilities using thelearning strategy. *CTLLearning is* carried out using the *Microsoft Excel for Windows program.*

The histogram graph of the data distribution of archiving learning outcomes in the control class using thelearning strategy *CTL Learning* which has low initial ability is shown in the following figure:

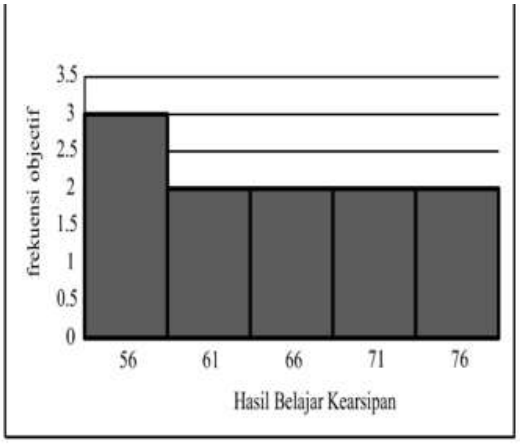

Figure 8. histogram graph of the data distribution of archiving learning outcomes in the control class using thelearning strategy *CTL Learning* which has low initial ability.

Overall, the description of the data on archiving learning outcomes in each group above is summarized in table 13.

Table 13. Summary of Data Description of Indonesian Language Learning Outcomes

Creativity	**Learning Strategy**		**Number of Lines**
	PBL (A1)	CTL (A2)	
High (B1)	n = 8	n = 8	n = 16
	∑Xi = 70.3	∑Xi = 46.8	∑Xi = 117.1
	∑Xi ^ 2 = 619.5	$\sum Xi^2$ = 278.9	$\sum Xi^2$ = 898.4
	Average (X) = 8.7	Average (X) = 5.8	Average (X) = 7.25
Low (B2)	n = 8	n = 8	n = 16
	∑Xi = 45.5	∑Xi = 58.7	∑ Xi = 104.2
	$\sum Xi^2$ = 265.8	$\sum Xi^2$ = 434.4	$\sum Xi700.2^2$ =
	Average (X) = 5.9	Average (X) = 7.4	Average (X) = 6.65
Number of Columns	n = 16	n = 16	n = 32
	∑Xi = 115.8	∑Xi = 105.5	∑Xi = 221.3
	$\sum Xi^2$ = 885.3	$\sum Xi^2$= 713.3	$\sum Xi^2$ = 1598.6
	M Average (X) = 7.3	Average (X) = 6.6	Average (X) = 6.95

Testing Data Analysis Requirements.

Before the two-way ANOVA analysis was carried out, first the data normality test and the data homogeneity test were carried out. This test is performed using *Microsoft Excel for Windows*. The normality and homogeneity tests are as follows:

Normality test.

Table 14. Results of Sample Normality Testing with the Liliefors Test at a significance level $\alpha = 0.05$

No.	Group	N	Test Statistics (L count)	Price Criticism (L label)
1	A1	16	0.1385	0.213
2	A2	16	0.1364	0.213
3	B1	16	0.2077	0.213
4	B2	16	0.1516	0.213
5	A1B1	8	0.1615	0.285
6	A1B2	8	0.2163	0.285
7	A2B1	8	0.1326	0.285
8	A2B2	8	0.2257	0.285

The conclusion from the data above: Normal Distribution.

Homogeneity Test

From the population - the population from population 1 is taken a random sample of n_1 with arians from population 2 taken a random sample of n_2 with the variance from population 3, the sample is taken randomly with the number of n_3 with the variance and the opposite is taken until from the population n the sample is taken randomly amounting to n_n with variance.

Homogeneity test of student learning outcomes data usesLearning Strategies *PBL* and students use CTL Learning Strategies (A1 and A2).

The homogeneity test was carried out using the Fisher test because the data used consisted of two groups using the formula:

F =

The conclusion of the test :

The calculation results show that $F_{count} = 2.4 \leq F_{table} = 2.41$

So the two data groups (student learning outcomes during learning usingLearning Strategies *PBL* and students during learning using Competitive Learning Strategies) come from a homogeneous population.

Homogeneity test of student learning outcomes during learning with high creativity and low creativity students (B1 and B2).

Homogeneity test using the formula:

F =

The conclusion of the test :

The calculation results show that $F_{count} = 2.3 \leq F_{table} = 2.41$

So the two data groups (student learning outcomes during learning with high initial ability and low creativity students) come from a homogeneous population.

Homogeneity test between groups (A1B1, A1B2, A2B1, A2B2)

Homogeneity test between groups used is the Bartlett test used to test the homogeneity of the variance of more than two groups of data.
Conclusion of the test:
The results of the homogeneity test calculation show that $F_{count} = 1.32 \leq F_{table} = 7.81$, then the four groups come from the same population.

Hypothesis Testing.

Hypothesis testing was carried out using two-way analysis of variance (Two-way annava) at the significance level $\alpha = 0.05$, then continued with the Tukey test.

Two-way ANOVA

Statistical analysis Two-way ANOVA in this study was carried out using the help of a computer, Microsoft Excel program.

DISCUSSION

The learning outcomes of students who follow thelearning strategyfollow the *PBL* are higher than the learning outcomes of students whoCTL Learning learning strategy.

The general strategies applied in learning, especially for Archives subjects arelearning strategies *PBL* and Competitive. From the two strategies, it appears that there are several things that differentiate between the two. Conceptually there is a different effect betweenlearning strategies *PBL* and CTL learning strategies on Indonesian language learning outcomes.
When associated with the research results obtained in table 4.1. and table 4.2. It can be obtained information that learning usingLearning Strategies *PBL* has an average value of archival learning outcomes greater than learning using CTL Learning Learning Strategies Indonesian language learning outcomes. So it can be said that thelearning strategy *PBL* will have a greater influence on student archival learning outcomes than the competitive learning strategy. Students who use thestrategy *PBL* will have higher archival learning outcomes than students who use competitive strategies. This can be seen from the results of the average value of archiving lessons obtained from the class using thelearning strategy which is *PBL* large (average = 7.2) compared to the class using the CTL Learning learning strategy (mean = 6.7).

There is an interaction effect of learning strategies and students' initial abilities on Indonesian learning outcomes.

The interaction of learning strategies on the value of student archiving learning outcomes. There is an interaction between the level of students' initial ability to the value of student archiving learning outcomes. There is an interaction of learning strategies and the level of students' initial ability to the value of archiving learning outcomes.

Learning strategies and students' initial level of ability together on the value of learning outcomes. Archive that students who have a high initial level of ability in thestrategy class *PBL* have a higher average score (average = 8.7) than the average score. average of students who have a high initial ability level in the CTL Learning strategy class (mean = 5.8). Meanwhile, students who had a low initial ability level in thestrategy class *PBL* had a lower average score (mean = 5.9) compared to the students who had a low initial ability level in the CTL Learning strategy class (mean average = 7.4). This shows that there is an interaction between students' initial ability levels and learning strategies on Indonesian learning outcomes.

Archive learning outcomes of students who have high initial abilities who followlearning strategies *PBL* are higher than students who are treated with competitive learning strategies.

That students who have a high initial ability level in thestrategy class *PBL* have a higher average score (mean = 8.7) compared to the average score of students who have a high initial ability level in the CTL Learning strategy class (mean average = 5.8).

The same results were obtained from research conducted by Kenang Tri Hatmo, which stated that archiving skills with theapproachthemselves with *PBL* turned out to be able to generate enthusiasm, passion for learning, and motivation for student learning to familiarizeworks in the form of prose fiction as works of art that must be lived, understood, appreciated and enjoyed.

Overall it can be said that there is an influence and interaction betweenlearning strategies *PBL* and students' initial abilities on student learning outcomes in Indonesian subjects

Archival learning outcomes of students who have low initial abilities who followlearning strategies *PBL* are lower than students who are treated with competitive learning strategies.

Students who had a low initial ability level in thestrategy class *PBL* had a lower average score (mean = 5.90) compared to the mean score of students who had a low initial ability level in the CTL Learning strategy class (mean = 7.40).

This is in line with Guilford's theoretical concept (Munandar, 1992) that students with low initial abilities have the following characteristics: difficult to socialize, dislike challenges, lack of enthusiasm for learning, lack of confidence, lack of care, difficulty adapting to others. This kind of character when givenlearning strategies *PBL* that emphasize group learning and interacting with others has less influence on them. Therefore the CTL learning strategy will provide a positive difference to learning outcomes for those with low initial abilities.

CTL has a greater influence on students who have a low initial ability level compared to usinglearning strategies *PBL Learning.*

CONCLUSION

1. Student learning outcomes using thestrategy *PBL (Problem Based Learning)* have higher archival learning outcomes than students who use thestrategy *CTL (Contextual Teaching Learning)*.
2. There is an interaction effect between learning strategies and initial abilities on learning outcomes of archiving
3. Student learning outcomes in archiving subjects with high initial abilities who are subject tolearning strategies *PBL (Problem Based Learning)are higher,* compared to learning outcomes in archiving subjects with high abilities who are subject tolearning strategies *CTL (Contextual Teaching Learning)*.
4. Archival learning outcomes, students who have low initial abilities who follow *PBL (Problem Based Learning)* learning strategies are higher than students who followlearning strategies *CTL (Contextual Teaching Learning)*.

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