THE INFLUENCE OF LEARNING STRATEGY AND LEARNING MOTIVATION ON THE RESULTS OF ISLAMIC EDUCATION IN SMPN 45 MEDAN

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Abstract

The purpose of this study was to find out and describe: (1) the effect of the application of learning strategies on the learning outcomes of students' Islamic Education, (2) the effect of learning motivation on student Islamic Education learning outcomes, and (3) the interaction between learning strategies and learning motivation towards learning outcomes of students' Islamic Education.The method of this research is quasi-experimental with the population of this study are VII grade students of SMPN 45 Medan consisting of 5 classes. The sample was selected by cluster random sampling technique in this case taken one simulation learning strategy and one class taught with expository strategies. The instruments of data collection are questionnaires and test results. Technique by analysis of variance (Anava) at $\alpha = 0.05$. The results of this study are: (1) the average student learning outcomes taught with simulation learning strategies higher than the average student learning outcomes learned by the expository learning strategy, (2) the average learning outcomes of students with high learning motivation higher than the learning outcomes of students with low learning motivation, and (3) there is an interaction between learning strategies and learning motivation towards learning outcomes.

Keywords: Learning Strategy, Learning Motivation

INTRODUCTION

Students can learn well if the learning strategy is carried out appropriately and effectively. Exactly meant that learning strategies and strategies should be adapted to the characteristics of teaching materials while effective in the sense that the strategies and learning strategies implemented can improve learning outcomes. The learning strategies used by teachers so far have not been optimal, leading to the emergence of student boredom which results in low learning outcomes. To reduce or even avoid learning strategies that are too monotonous, various learning strategies are pursued that are more effective in creating multi-directional

communication, so that it is also expected to cause and increase proactive interactions in learning. However, it must be realized that there is no best or bad strategy, because the learning strategy has advantages and disadvantages.

One strategy that can be applied in learning Islamic Religious Education is a simulation strategy. The selection and application of simulation learning strategies in learning Islamic Religious Education is carried out in accordance with the characteristics of the subjects themselves which require thinking skills and interacting skills of students to understand the materials contained therein.

One of the appropriate learning strategies in studying Islamic Religious Education materials is the use of simulation learning strategies, in which simulation learning activities develop the ability to think, intellectual skills, interact, work together to solve problems and learn about various roles by involving themselves in real experiences or simulations and become autonomous and independent learners.

The learning outcomes of a learning activity are also influenced by the characteristics of students in this case is learning motivation. Learning motivation is related to the desire of students to carry out learning activities independently, where differences in learning motivation inherent in students result in differences in the ability and absorptive capacity of Islamic Religious Education teaching materials. In this case students with high learning motivation will have an impact to take the initiative, strong learning will and learning readiness that can be above themselves without being dependent on others, this vice versa happens to students with low levels of learning motivation.

The level of learning motivation between students with high levels of learning motivation and students with low levels of learning motivation is thought to have different effects on student learning outcomes. This is due to the characteristics of students with high levels of learning motivation who have high levels of learning motivation to seriously work on the tasks given by the teacher because it challenges them to find solutions while students with learning motivation levels tend to expect and need the help of the teacher or others in completing them.

THEORITICAL REVIEW

Sudjana (2005: 22) explains learning outcomes are the abilities students have after they have received lessons. The same thing was

explained by Nurmawati (2016: 53) that learning outcomes are all behaviors possessed by students as a result of the learning process that they go through. Dimyati and Mudjiono (2006: 10) explain that learning is a complex activity, with learning outcomes in the form of capabilities. After learning someone will have the skills, knowledge, attitudes and values as a result of experience. This implies that learning involves changes in human behavior and skills that can be used.

Learning outcomes according to Romiszowski (1981: 242) are the acquisition of results in the form of knowledge and skills. Learning outcomes that are defined in the form of output (output) of an input processing system (input) in which the input of the system in the form of a variety of information while the output is an act or performance (performance).

Romiszowski also believes that the act or performance is a clue that the learning process has occurred, and learning outcomes can be grouped into two types, namely knowledge and skills. Knowledge consists of four categories, namely: (1) knowledge of facts, (2) knowledge of procedures, (3) knowledge of concepts, and (4) knowledge of principles. Skills also consist of four categories, namely: (1) skills for thinking or cognitive skills, (2) skills for acting or motor skills, (3) skills for reacting or behaving, and (4) interacting skills.

Bloom in Sudijono (2008: 49) states that learning outcomes can be categorized in three domains, namely: (1) the cognitive domain includes educational goals relating to memory or the introduction of knowledge and the development of intellectual abilities and thinking skills that are divided into six levels, namely : (a) knowledge, (b) comprehension, (c) application, (d) analysis, (e) synthesis, and (f) evaluation, (2) affective domains regarding interests, attitudes and values as well as the development of rewards and adjustments which is divided into five levels, namely: (a) receiving, (b) responding, (c) valuing, (d) organization, and (e) characterization, and (3) psychomotor domains, namely: (a) perception, (b) readiness , (c) guided movements, (d) accustomed movements, (e) complex movements, (f) adjusting movement patterns, and (g) creativity.

Assessment of student learning outcomes including assessments of learning outcomes of Islamic Religious Education provides benefits as Nasution explained (2000: 169) as follows: (1) know the ability of children, so that the child can be helped to choose a department, school or position in accordance with their talents, (2) knowing, to what extent the child

reaches the goals of learning and education, (3) demonstrates the weaknesses and weaknesses of students, so that they can be given special assistance to overcome these deficiencies. Students should view the uga test as a teacher's attempt to help them, (4) point out the weaknesses of the teaching methods used by the teacher. Student shortages often stem from poor teaching methods. Each test or test is a tool for evaluating the work of students and teachers. Poor test results should not only be sought for the cause of the student, but also the teacher himself, (5) giving clearer clues about the purpose of the lesson to be achieved. Tests or tests give clues to children about what and how children should learn. There is a relationship between the nature of the exam with learning techniques, and (6) encourages students to study hard. Children will be active in learning, if it is known that a test or test will be held.

Rusmono (2012: 21) cites Reigeluth as explaining the learning strategy as a general guideline that contains different components of learning in order to be able to achieve the desired output optimally under the conditions created. Through the application of learning strategies, it is expected that learning outcomes can proceed effectively and efficiently and have a special attraction. Siregar and Nara (2011: 77) learning strategies are the systematic way chosen and used by a learning to convey learning material, so that it makes learning easier to achieve certain learning goals.

Sagala (2012: 222) explains the learning strategies are general patterns of teacher activities, students in the realization of teaching and learning activities to achieve the goals outlined. Furthermore, Sagala explained that the learning strategy includes: (1) setting specifications and qualifications for changes in learning behavior, (2) determining choices regarding approaches to teaching and learning problems, choosing teaching-learning procedures, methods and techniques, and (3) norms and criteria the success of teaching and learning activities.

Uno (2008: 1) cites the opinion of Dick and Ceray explaining the learning strategy is all components of learning materials and procedures or stages of learning activities used by teachers in order to help students achieve certain learning goals. In this case the learning strategy is not only limited to the procedure or stages of learning activities but also includes the arrangement of the material or package of learning programs that will be delivered to students.

Sanjaya (2014: 126) explains the learning strategy is a plan that contains a series of activities designed to achieve certain educational goals. Yaumi (2013: 206) explains the learning strategy is the overall plan that directs the learning experience of students in achieving learning objectives. Pribadi (2011: 213) explains the learning strategy is an overall plan of activities aimed at achieving learning objectives that can be applied before learning activities take place during the presentation of subject matter and at the time of assessment and further learning activities.

Suparman (2012: 257) explains the simulation is displaying symbols or equipment that replaces the actual process, event, or object. Meanwhile Sudjana (2001: 112) explained that simulations are excerpts of real life situations raised in learning activities. For this reason, there are two things to consider, namely: (1) simulations are arranged simply and can be carried out by students, and (2) based on the needs and objectives stated by students.

Aunurrahman (2011: 170) explains simulation learning is the application of cybernetics (cybernetics) principles as a branch of psychology. Cybernetic psychology analogizes humans as a control system that moves the course of actions and justifies the direction or corrects those actions with the understanding of feedback. According to cybernetic psychology, human behavior encompasses observable patterns of movement in the form of invisible behavior such as thought or visible behavior. In the various situations that are given, individuals modify their behavior according to the feedback they receive from their environment. The pattern of motion and the response are organized with the system, the ability to receive feedback is a system of human mechanisms for receiving and using information.

The implementation of simulation learning strategies as stated by Joyce, Weil and Calhoun (2009: 442) has four stages, namely: (1) orientation, (2) participatory training, (3) simulation, and (4) stabilization.

Brady as quoted by Rusmono (2012: 67) explains expository learning strategy is a strategy that is centered on the teacher with a focus approach through lectures (explanation), explanation and use of exercises and improvements in coordinating student learning.

Sanjaya (2014: 179) explains expository learning strategies are learning strategies that emphasize the process of delivering material verbally from a teacher to a group of students with the intention that

students can master the subject matter optimally. Gulo (2008: 11) explains the expository learning strategy by the teacher to thoroughly process the message / material before it is delivered in class so that students just have to accept it.

The same thing was explained by Rusmono (2012: 66) that the learning strategy is a form of a teacher-oriented learning approach, because in this strategy the teacher plays a very dominant role. Through this strategy the teacher conveys the subject matter in a structured manner with the hope that the subject matter delivered can be well mastered by students.

The steps in applying expository learning strategies are explained by Sanjaya (2014: 185) as follows: (1) preparation (preparation). The preparation phase blesses by preparing students to receive lessons. The successful implementation of learning by using expository learning strategies is very dependent on the preparatory step. The objectives to be achieved in preparing are: (a) inviting students out of a passive mental state, (b) arousing student motivation and interest in learning, (c) stimulating and arouse students' curiosity, and (d) creating an atmosphere and open learning climate, (2) presentation. The presentation step is the step of delivering the subject matter in accordance with the preparations that have been made, (3) connecting (corelation). This step is the step of linking subject matter with students' experiences or with other things that enable students to capture their relationship in the structure of knowledge they already have, (4) concluding (generalization). Summing up is the stage for understanding the core of the subject matter that has been presented, and (5) application (application). The application step is a step to show the students' abilities after they have listened to the teacher's explanation.

METHODS

The method of this research is quasi-experimental with the population of this research is grade VII students of SMP 45 Medan consisting of 5 classes. The sample is selected cluster random sampling technique in this case taken one simulation learning strategy and one class taught by expository strategy. Data collection instruments were questionnaire and test of learning outcomes. Techniques by analysis of variance (Anava) at $\alpha = 0.05$.

RESEARCH RESULTS AND DISCUSSION

The results of this study have shown that the group of students taught with a strategy of learning simulation strategies obtained Islamic Religious Education learning outcomes of students of SMP Negeri 45 Medan which were higher than the group of students taught with expository learning strategies, where the average value of learning outcomes of Islamic Religious Education students SMP Negeri 45 Medan obtained by students taught by simulation learning strategies is higher than students taught by expository learning strategies.

These findings indicate that to teach Islamic Religious Education teaching materials especially on the subject of Friday prayer and plural prayers and qashar are more appropriate to use simulation learning strategies than with expository strategies, this can be tolerated because the implementation of simulation learning strategies of students becomes more active and creative, considering learning will be more meaningful if cognitive, affective, and psychomotor functions can work together. With a simulation learning strategy, students learn directly by watching, observing the behavior exhibited in the implementation of the simulation.

The first hypothesis which states the learning outcomes of Islamic Religious Education students at SMP Negeri 45 Medan among students who are taught with simulation learning strategies is higher than student learning outcomes that are taught with expository learning strategies. This is understandable because through simulation learning strategies can encourage students to actively learn as explained by Sudjana (2001: 114) the advantages of simulation learning strategies are: (1) simulation activities are closer to real life problems of students, (2) can encourage participants students to think about problems in real life and try to solve, (3) learning activities are more interesting because they are connected with roles in life, (4) encourage the growth of student cooperation in dealing with problems.

The process of learning by simulation is not just working together in a group but the emphasis is more on a learning process that involves the whole and fair communication process in the classroom. In addition, the simulation learning strategy aims to foster student participation in doing the exercises proposed by the teacher in learning, fostering discussion among students in finding causes and solutions to the issue or problem. Therefore the teacher's role in simulation learning as a facilitator directs students to find and construct their own knowledge.

Simulation learning strategy is a strategy in learning in the form of learning groups that work together. Therefore, in simulation learning there is interaction, collaboration and mutual need between the members of the learning group. The measure of success is determined based on the extent to which the study group achieved the goal. In this activity, cooperation, personal responsibility and mutual support are needed because the success of the group is determined by the success of the individual members involved in it.

On the other hand, expository learning strategies strongly emphasize personal effort to achieve the goals set. Interaction between friends is very less and each individual is oriented towards achieving maximum results. The assessment and reward system becomes a reference for determining the loss and loss of a person in achieving the targets set.

The implementation of Islamic Religious Education learning by implementing a simulation learning strategy, the teacher's role is to facilitate the division of learning groups, giving group assignments which of course begins with the presentation of important points of teaching material. Then the students then interact in their groups and create positive interdependence among students, the division of work and responsibilities are well established.

The implementation of Islamic Religious Education learning by applying the expository learning strategy of the teacher's role is the main deliverer of teaching material then students are given individual assignments. During the learning process individually students work preparing their assignments. Therefore there is less interaction between students and there is no division of labor, so the work of students is individual work. Therefore for students who are smart do not experience difficulties in completing these tasks, while for students who are slow will certainly have difficulty in completing assignments.

Simulated learning strategies enable students to learn to understand the subject matter of Islamic Religious Education because it is carried out in a joint learning community among students. Students in simulation learning activities can learn together to solve problems or solve tasks together, students who lack understanding of Islamic Religious Education subject matter can ask their friends who are more proficient. Whereas in expository learning, students learn individually, therefore if students have difficulty in solving problems or completing assignments

then these students experience difficulties because other students lack support or assistance.

If it is further noted that in the simulation learning strategy the average learning outcomes of Islamic Religious Education students at SMP Negeri 45 Medan with higher learning motivation than student learning outcomes with low learning motivation. Whereas in expository learning strategies, the average learning outcomes of Islamic Religious Education students of SMP Negeri 45 Medan with low learning motivation is higher than the results of Islamic Religious Education results at SMP Negeri 45 Medan students with high learning motivation.

This shows that learning motivation is significant enough to differentiate student learning outcomes, where the learning outcomes of students with high learning motivation are more precisely taught with simulated learning strategies while students with low learning motivation abilities are more precisely taught with expository learning strategies.

The second hypothesis testing shows that the learning outcomes of Islamic Religious Education students at SMP Negeri 45 Medan with high learning motivation is higher than student learning outcomes with low learning motivation. These results prove that learning motivation is significant to distinguish learning outcomes of Islamic Religious Education.

Learning motivation in this study is categorized into two categories: high and low. From the results of overall data analysis, the average learning outcomes of Islamic Religious Education students at SMP Negeri 45 Medan with high learning motivation are better than the results of Islamic Religious Education learning at SMP Negeri 45 Medan students with low learning motivation.

This indicates that students with high learning motivation on average have better Islamic Religious Education learning outcomes at SMP Negeri 45 Medan students compared to students with low learning motivation. Thus students with high learning motivation better understand and master Islamic Religious Education subject matter than students with low learning motivation.

Students with students with high learning motivation characteristics are generally those who are easy to get along with, active, optimistic, passionate, lively, uplifting, have empathy, sympathy and high persuasion. While the characteristics of low learning motivation have characteristics such as: difficult to get along, happy to be alone, indifferent,

pessimistic, passive, quiet, and difficult to adapt to others. Because of this different characteristic of learning motivation it is predicted to have an influence on the achievement of students' Islamic Education learning outcomes.

Islamic Religious Education learning materials in the form of a set of knowledge, forms of skills and the inculcation of attitudes and values in the context of the discipline of Islamic Education. In addition, the learning of Islamic Religious Education is expected to develop the ability to think that can develop knowledge, skills and attitudes of confidence. Likewise, the learning outcomes of Islamic Religious Education are a picture and level of cognitive ability in the form of knowledge and skills in the form of facts, concepts, procedures and principles.

Noting the learning characteristics of Islamic Religious Education above, the characteristic factors of learning motivation also influence the level of success in achieving the success of Islamic Religious Education learning. As the previous explanation that there are differences in the characteristics of students that affect the development of individual personality including learning motivation.

Students with high learning motivation characteristics are more likely to develop learning success than students with low learning motivation characteristics. Students with high learning motivation characteristics in learning Islamic Religious Education will show a strong urge to be oriented towards achieving the maximum Islamic Learning Education achievement than students with low learning motivation characteristics.

The third hypothesis testing results there is an interaction between learning strategies and learning motivation in influencing the learning outcomes of Islamic Religious Education students of SMP Negeri 45 Medan. When seen the average learning outcomes in groups of students with high learning motivation and learning with simulation strategies is better than the average learning outcomes of groups of students with high learning motivation and taught with expository learning strategies.

The average learning outcomes of Islamic Religious Education students at SMP Negeri 45 Medan in groups with low learning motivation and learning with simulation strategies is lower than the average learning outcomes of groups of students with low learning motivation and taught with expository strategies. This means that for groups of students with low learning motivation it is better to use expository learning strategies

compared to using simulation learning strategies. Thus it can be concluded that the learning strategy and learning motivation significantly influence the learning outcomes of Islamic Religious Education students of SMP Negeri 45 Medan.

Simulation learning strategies allow students to search for and reconstruct information/knowledge by collaborating or collaborating with classmates. Therefore, in the learning of simulation there is interaction between students and their environment to find the widest possible information.

This is in line with Gunawan's (2004: 197) statement that the advantages of simulation learning are: training caring, caring and willingness to share, increasing respect for others, training emotional intelligence, prioritizing group interests over personal interests, honing interpersonal intelligence, training abilities work together, practice the ability to listen to the opinions of others, conflict management, communication skills, students are not ashamed to ask their own friends, speed and learning outcomes increase, speed and learning outcomes increase rapidly, increased memory of the material being studied, increase motivation and learning atmosphere . While the weakness of simulation learning is that students who are smarter if they do not understand the true purpose of the learning process then feel disadvantaged because they have to bother helping their friends, smart students will also object because the value they get is determined by the achievements or achievements of the group, if collaboration cannot be carried out well, only smart and active students will work.

The effect of simulation and expository strategies can have variations when viewed from the learning motivation possessed by students. Students with high learning motivation generally are those who are easy to get along with, active, optimistic, passionate, lively, uplifting, have empathy, sympathy and high persuasion.

These characteristics are very suitable and develop well if the activities are carried out in groups. That means that the use of simulation strategies with students who are motivated to learn will provide more effective effects and outcomes compared to the use of expository strategies. Thus it can be assumed that the effect of cobalorative strategies for student learning outcomes with high learning motivation will be better than the use of expository strategies. Therefore there is a difference in influence between the simulation strategy and the expository on student

learning outcomes that are highly motivated learning where the simulation strategy is expected to provide a better effect than the expository strategy.

Students with low learning motivation have characteristics such as: difficult to get along, happy to be alone, indifferent, pessimistic, passive, quiet, and difficult to adapt to others. These characteristics when given a simulation strategy that emphasizes collaboration and interaction with other students less influence on them.

Instead expository strategies will have a positive impact on those who have low learning motivation. Because it is more aloof and difficult to get along with, the work done will be more effective when done alone than together with others. Therefore, if this type is given an expository strategy it will have a better effect than the simulation strategy. Thus it is suspected that there are differences in the influence of the simulation strategy and the expository strategy on student learning outcomes, where students who are given an expository strategy will be better at spurring the spirit of achievement and the spirit to compete with classmates.

CONCLUSIONS

The conclusions that can be drawn from the results of hypothesis testing are as follows: (1) there is an effect of the application of learning strategies to the learning outcomes of Islamic Religious Education learning outcomes. In this case, the average learning outcomes of Islamic Religious Education students at SMP Negeri 45 Medan who were taught with a simulation learning strategy were higher than the average PAI learning outcomes of students who were taught with an expository learning strategy with $F_{count} = 4.35 > F_{table}$ 3.96, (2) there is an influence of learning motivation on learning outcomes of Islamic Religious Education. In this case the average learning outcomes of Islamic Religious Education students at SMP Negeri 45 Medan with high learning motivation is higher than the average learning outcomes of Islamic Religious Education at SMP Negeri 45 Medan students with low learning motivation with $F_{count} = 5.14 > F_{table}$ 3.96, and (3) there is an interaction between learning strategies and learning motivation, where for students with high learning motivation it is more appropriate to use simulated learning strategies, while students with low learning motivation are more appropriate using expository learning strategies with $F_{count} = 104.36 > F_{table}$ 3.96.

RECOMMENDATIONS

Recommendations that can be given are: (1) to the teaching staff need to look at the characteristics of student motivation in implementing learning strategies. Where students with high learning motivation, it is more appropriate to use simulation learning strategies and students with low learning motivation, it is better to use expository learning strategies for Islamic Religious Education subjects, and (2) to other researchers who wish to research more about simulation learning strategies and strategies expository learning should add to the controlled variables in order to obtain even broader knowledge about simulation learning strategies and expository learning strategies.

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