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The Effect of Learning Model and Social Interaction to Student's Civic Education Achievement in 5th Grade of SDN 107417 Tanjung Morawa Academic Year 2016/2017

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Abstract: *This study aims to analyze the influence of learning models and social interaction on student learning outcomes. This research is a quasi experimental research with two group pretest-posttest design. The study population is all students of grade V SD Negeri 107417 Tanjung Morawa which amounted to 64 people consisting of 2 (two) classes. The samples in this study were taken in total sampling, namely V-A class amounted to 34 people to the treatment class with inquiry model and V-B class amounted to 34 to the expository strategy treatment class. This research instrument uses the test of learning result with multiple choice test form 30 items and questionnaire of social interaction consisting of 30 questions, 18 positive questions and 12 negative questions that have been validated. The resultant data were analyzed by using 2 lane anava. Based on the result of the research, the result of the learning of Civics of the students taught with the guided inquiry learning model is higher than the students 'learning result which is taught by expository learning model, the result of the students' learning of PKN which has cooperative social interaction is higher than the student learning result which has the competitive social interaction and there are The interaction between the learning model and the social interaction in influencing the student's learning outcomes.*

Keywords: *learning model, social interaction, learning outcomes*

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I. Introduction

The development of science and technology now encourages globalization that can have positive and negative impact on people's lives. The positive aspect of the development is the opening of opportunities for the interaction of all elements and groups that fit the needs of the community to realize the goals to be achieved. While the negative aspect is the shift of values and norms of social life that contradict the values prevailing in society so far.

Various problems that occur during this time can be seen from the phenomenon of juvenile delinquency involving students and students such as fights, practices of oppression, gambling, drug abuse, leakage problems and various cheating in the exam still continues to occur and continue to cover the field of education and continue to search for completion .

Students do not have the opportunity to build their knowledge and confidence, nor the ability to interact with diverse individuals or groups (learning to live together) in society [1]. Though UNESCO has launched four pillars of education namely learning to do, learning to know, learning to be, and learning to live together.

Every organization of education in our country is always in the process of improvement, either improving the system's order or the quality of the curriculum in education up to improving the quality of teacher competence in carrying out the learning task. Improvement in the learning process is intended to support the successful implementation of teaching and learning process, especially in improving student learning outcomes. Learning outcomes relate to mastery of learning materials by students.

Learning is a process of behavioral or personal change of a person based on certain practices or experiences [2]. This change is as a form of maturity that occurs within a person as a result and demands of the learning process it does. Every student in his / her learning activities always expect that will give a satisfactory result, but this hope is not always fulfilled into reality. There are several factors that can influence student learning outcomes are internal factors and external factors [3]. Internal factors mean factors from within the students themselves and external factors is a factor from outside the student self.

Based on the observation of the students of SD Negeri 107417 Tanjung Morawa, on the implementation of the learning process, teachers experience obstacles, during the learning process is still

dominated by teachers as a source of learning by using lecture method. Assessment of learning outcomes subjects Citizenship Education (Civics) does not reach the Minimum Exhaustiveness Criteria (KKM). Acquisition of student learning outcomes in SD Negeri 107417 Tanjung Morawa still not optimal, thus the use of the usual learning process done to give less satisfactory results.

This should be a concern for teachers especially in conducting important evaluations and changes to the implementation of learning, especially in choosing and setting appropriate learning strategies, as well as taking into account the character of students during the learning process. One way to get good learning outcomes is to change the learning paradigm from the learning strategy to the appropriate strategy to represent the needs in the learning process. Therefore, it is time for teachers to start turning their attention to strategy based on constructivism view so that students not only learn verbal that is monotonous, but also have the skills to guide student independence.

Another problem facing the world of education today is the social interaction that occurs in less than optimal learning, because it has not been able to activate students. Children are less motivated to develop skills in an integrated and comprehensive way. A social interaction would not be possible if it did not meet two conditions, namely social contact and communication [4].

Social interaction takes place through a process, inter alia communication, norms, and interpersonal renspans [5]. The process of interaction in the learning form a dynamic relationship between one student to another student. The process of interaction between teachers and students to be a fundamental beginning for the success of learning because in learning there are two elements of the human teacher as a learner, and students as learners.

In relation to the behavior of students as individuals who interact in groups Kuhlman and Wemberley classify three types of individual behavior in social interaction ie cooperator is a behavior that emphasizes the maximization of the rewards received or received by friends, competitors / competitors are behavior-oriented Maximizing the outcomes themselves for more from the results of his friends and individualists is a behavior that prioritizes maximizing their own outcomes irrespective of the defeat or victory of their friends [6].

Sears explains that these three types of behavior, individuals tend to form interactions by working together and competing. Active learning is a learning where learners dominate learning activities [7]. Students optimize thinking well to find the main idea, solve the problem or apply to a problem that exist in real life.

One of the learning model that involves student activity while encouraging social interaction of students in the implementation of Civics learning and to more easily understand the material presented is guided inquiry model. Trianto argues that the inquiry learning model means a series of learning activities that involve maximally all the students' ability to search and investigate systematically, critically, logically, analytically, so that they can formulate their own discovery confidently [8].

Sanjaya asserted that the use of inquiry must pay attention to several principles, which are oriented to intellectual development (the development of thinking ability), the principle of interaction (interaction between students and student interaction with teacher even between students and environment), the principle of asking (teacher as penanya) Thinking (learning how to think), the principle of openness (providing space to provide opportunities for students to develop hypotheses and openly proving the truth of the proposed hypothesis) [9].

The result of Sadia's research suggests the influence of guided inkuri model on student learning outcomes. Students learn while doing themselves in discovering the learned concepts, based on problems that exist in the surrounding environment [10]. The results of the Ezeoba study suggest that there is a variation between the post test scores of the experimental group and the controls of both low and high student ability taught with guided inquiry being achieved higher post-test than those taught by traditional methods [11]. These findings suggest that learning with guided inquiry has a high overall positive effect on student achievement in the Social Science curriculum.

Kenneth points out that based on the findings and discussion of this study, the main conclusion can be drawn that the use of guided inquiry teaching inquiry is significantly better than conventional teaching methods in improving students' cognitive achievement in logic learning [12]. This difference can be seen from the acquisition of a known average score of each class. Based on the explanation mentioned above, it can be seen the importance of instructional model, especially guided inquiry and social interaction of students in the implementation of learning, especially on the subject of Civics.

II. Method

This research is a quasi experimental research with two group pretest-posttest design. The population of the research is the students of grade V SD Negeri 107417 Tanjung Morawa. The samples in the research were taken in total sampling, ie V-A class amounted to 34 people to the treatment class with inquiry model and V-B class amounted to 34 to the expository strategy treatment class. This research instrument uses the test of learning result with multiple choice test form 30 items and questionnaire of social interaction consisting of 30 questions,

18 positive questions and 12 negative questions that have been validated. The resulting data were analyzed using an anava 2 pathway with the help of SPSS.

III. Result and Discussion

Result

Based on the data of the research results it is known that the results of student learning that dibelajarkan with guided inquiry learning model obtained the highest score is 94, the lowest score 69, the average value is 82.97. For more details the data can be seen in Table 1.

Table 1 Frequency Distribution of Student Civic Learning Outcomes Learned By Guided Inquiry Model

Number	Class Interval	Frequency	Percentage
1.	69-72	3	8,82
2.	73-76	2	5,88
3.	77-80	7	20,59
4.	81-84	6	17,65
5.	85-88	8	23,53
6.	89-92	5	14,71
7.	93-96	3	8,82
Total		34	100,00

Based on the data of the research results it is known that the learning outcomes of students who dibelajarkan with expository learning model obtained the highest score is 91, the lowest score 66, the average value is 79. For more details the data can be seen in Table 2.

Table 2 Frequency Distribution of Student Civic Learning Outcomes Learned By Expository Model

Number	Class Interval	Frequency	Percentage
1.	66-69	8	23,53
2.	70-73	2	5,88
3.	74-77	5	14,71
4.	78-81	3	8,82
5.	82-85	4	11,76
6.	86-89	9	26,47
7.	90-93	3	8,82
Total		34	100,00

Based on data of research result known that student learning result which have cooperative social interaction obtained highest score is 94, lowest score 66, average value is 83,77. For more details the data can be seen in Table 3.

Table 3 Frequency Distribution of Student Learning Outcomes Students Have Co-operative Social Interaction

No	Class Interval	Frequency	Percentage
1.	66-70	2	7,69
2.	71-75	2	7,69
3.	76-80	3	11,54
4.	81-85	5	19,23
5.	86-90	8	30,77
6.	91-95	6	23,08
Total		26	100,00

Based on data of research result known that student learning result which have social interaction competitive obtained highest score is 91, lowest score 66, average value is 79,26. For more details the data can be seen in Table 4.

Table 4 Frequency Distribution of Student Learning Outcomes Students Have Competitive Social Interactions

No	Class Interval	Frequency	Percentage
1.	66-70	9	21,43
2.	71-75	5	11,90
3.	76-80	9	21,43
4.	81-85	5	11,90
5.	86-90	10	23,81
6.	91-95	4	9,52
Total		42	100,00

Based on data of research result known that the result of learning of Civics students taught using guided inquiry learning model and have cooperative social interaction obtained highest score is 94, lowest score 83, average value is 88,00. For more details the data can be seen in Table 5.

Table 5 Frequency Distribution of Student Civic Learning Outcomes Using Guided Inguiri Models and Having Co-operative Social Interaction

No	Class Interval	Frequency	Percentage
1.	83-84	3	20,00
2.	85-86	6	40,00
3.	91-92	3	20,00
4.	93-94	3	20,00
Total		15	100,00

Based on the data of the research result, it is known that the result of Civic Students learning taught using guided inquiry learning model and having the competitive social interaction obtained the highest score is 91, the lowest score is 69, the mean value is 79.00. For more details the data can be seen in Table 6.

Table 6 Frequency Distribution of Student Civic Learning Outcomes Using Guided Inguiri Model And Have Competitive Social Interaction

No	Class Interval	Frequency	Percentage
1.	69-72	3	15,79
2.	73-76	2	10,53
3.	77-80	7	36,84
4.	81-84	3	15,79
5.	85-88	2	10,53
6.	89-92	2	10,53
Total		19	100,00

Based on data of research result known that the result of learning of Civics student taught using expository learning model and have co-operative social interaction obtained highest score is 91, lowest score 66, average value is 79,48. For more details the data can be seen in Table 7.

Table 4.7 Distribution of Frequency of Learning Result of Student's Client Using Expository Learning Model and Cooperative Social Interaction

No	Class Interval	Frequency	Percentage
1.	66-70	6	26,09
2.	71-75	3	13,04
3.	76-80	2	8,70
4.	81-85	2	8,70
5.	86-90	7	30,43
6.	91-95	3	13,04
Total		23	100,00

Based on data of research result known that the result of learning of Civics student which taught using expository learning model and have social interaction competitive obtained highest score is 91, score lowest 69, average value is 79,00. For more details the data can be seen in Table 8 as follows :

Table 8 Frequency Distribution of Student Civic Learning Outcomes Using the Expository Learning Model And Have Competitive Social Interaction

No	Class Interval	Frequency	Percentage
1.	69-72	3	15,79
2.	73-76	2	10,53
3.	77-80	7	36,84
4.	81-84	3	15,79
5.	85-88	2	10,53
6.	89-92	2	10,53
Total		19	100,00

Testing of normality of data is done by using kolmogorov-smirnov statistic test. The overall normality test of data can be presented in Table 9.

Table 9. Result of Data Normality Testing Using Student Model and Social Interaction

Number	Group	*p*	*Asymp. Sig (P)*	Explanation
1	The students' learning outcomes using the Guided Inquiry Model	0,05	0,440	Normal
2	The student's learning outcomes use the Expository Learning Model	0,05	0,378	Normal
3	The student's learning outcomes have cooperative social interactions	0,05	0,314	Normal
4	Student learning outcomes have competitive social interactions	0,05	0,417	Normal
5	The students' learning outcomes use guided inquiry and have cooperative social interactions	0,05	0,167	Normal
6	The students' learning outcomes use the guided ingkuiri model and have a competitive social interaction	0,05	0,806	Normal
7	The students' learning outcomes use the expository model and have cooperative social interactions	0,05	0,931	Normal
8	The students' learning outcomes use the expository model and have a competitive social interaction	0,05	0,320	Normal

In Table 9 shows the results of the normality test data calculation of student learning outcomes based on learning model and student social interaction overall test results obtained that the price p> α = 0.05 so that the overall data is normally distributed.

Furthermore, homogeneity test is intended to know the difference of data variance of each class. To determine the homogeneity of learning outcomes done with Barlet test as follows:

1) Uji homogenitas Varians antara kelompok sampel model pembelajaran inkuiri terbimbing dan ekspositori

Table 10 Summary of Homogeneous Variance Testing Results between Guided Inquiry and Expository Sampled Groups

No	Sample	Varians (S2)	F_{count}	F_{table}	Conclusion
1.	Guided Inquiry	50,76	1,349	1,740	Homogen
2.	Expository	68,49			

2) Homogeneity test Variance between groups of cooperative social interaction samples and competitive social interaction

Table 11 Summary Homogenistas test results Variance between Sample Groups of Cooperative and Competitive Social Interactions

No	Sample	Varians (S2)	F_{count}	F_{table}	Conclusin
1.	Social Interaction Cooperative	52,51	1,191	1,680	Homogen
2.	Social Interaction Competitive	62,54			

From Table 10 it can be seen that the result of the learning of the group of students taught by using guided instructional learning model and the Expository learning model is obtained Fcount = 1,349 and Ftabel = 1,740 at the 0.05 significance level with dk = 1. The above calculation result states that Fhitung <Ftabel Has the meaning that student learning outcomes for groups taught by guided inquiry models and expository have homogeneous variance.

From Table 11 it can be seen that the learning outcomes of groups of students who have cooperative social interaction and competitive social interaction are obtained Fcount = 1,191 and Ftabel = 1,680 at the 0.05 significance level with dk = 1. The above calculation results state that Fhitung <Ftabel which has the meaning that Student learning outcomes for cooperative social interaction groups and competitive social interactions have homogeneous variance.

Further examination of homogeneity test of sample variance result of learning model interaction and social interaction is done simultaneously with Test barlet. The summary of homogeneity test results can be presented in Table 12 as follows :

Table 12 Summary of Homogeneous Sample Variance Sample Results with Barlet Test at Significance Level α = 0.05

Number	Group	dk	Si^2	Log Si^2	dk (LogSi^2)	dk.Si^2
1	The inquiry model is guided by cooperative social interaction	15	16,710	1,223	18,345	250,650
2	The inquiry model is guided by competitive social interaction	19	42,330	1,627	30,906	804,270
3	Expository model of cooperative social interaction	11	44,400	1,647	18,121	199,333
4	The expository model of competitive social interaction	23	81,810	1,913	43,995	1881,630

Based on the calculation of Table 12, after computation of the combined variance (S2) of both samples is obtained as follows :

Table 13 Summary of Homogeneity Variance Population Calculations

S^2combined	B	Dk	χ^2_{count}	χ^2_{table}	Conclusion
46,12	1,664	3	4,088	7,81	Homogen

From Table 13 we get the value of χ^2_{count} = 4,088 and χ^2_{table} = 7.81 at the significant level α = 0.05 dk = 3. Based on the calculation result stated that $\chi^2_{count} < \chi^2_{table}$, so it can be concluded that the samples Are derived from populations that have homogeneous variance. Thus the use of variance analysis techniques has been met and the analysis can be used because the normality and homogeneity test requirements have been met.

IV. Discussion

Student learning outcomes use a guided inquiry learning model higher than using an expository learning model. The result of the research data analysis through two-track anava test was decided to reject Ho and accept Ha. This shows that the result of Civic learning of students who are taught using Inkuiri Guided learning model is higher than the result of learning Civics students who are taught using expository learning model.

This is supported by Septiani, et al. Who implemented a module-assisted inquiry based learning (IBL) learning model to improve understanding of generic science concepts and skills stated that the generic science skills value of students in the experimental class is higher than the control class so it can be concluded that the application of the module-supported IBL model proved to be effective in enhancing conceptual understanding And generic science skills because the IBL learning model is a set of learning activities that involves maximally all students' ability to search and investigate systematically, critically, logically, and analytically so that they can formulate their own discoveries confidently [13].

Annisa and Sudarmin stated that the guided inquiry learning model positively affects students' generic science skills because in the application of guided inquiry model learning will create a more meaningful learning atmosphere, motivating students to be more creative in solving problems [14]. Hussain, et al. Which states that there is a significant difference from the scientific inquiry learning model to the conventional learning model on student achievement in physics lesson [15]. The scientific inquiry learning model is better than the conventional learning model. There is a significant difference between the scientific inquiry learning model and the conventional learning model in applying the students' physics concept knowledge in daily life

Student learning outcomes have a cooperative social interaction higher than students having a competitive social interaction. Based on the analysis of research data using anava two lines was decided to reject Ho and accept Ha. This means that the student's learning outcomes have higher cooperative social interaction than students having a competitive social interaction.

There is an interaction between learning models and self-confidence affecting student learning outcomes. Based on analysis of research data through anava test it was decided to reject Ho and accept Ha. That is, there is an interaction between learning models and social interactions in influencing student learning outcomes.

The result of research known that there is interaction of learning model and social interaction in influencing student learning result of Civics. On the average the group of students who have cooperative social interaction and taught by using guided inquiry learning model have better learning outcomes of Civics than using the expository learning model. Then on average the results of the Civics learning group of students who have a competitive social interaction and are taught with an expository learning model is higher than the group of students who have a competitive social interaction but are taught using a guided inquiry learning model. In other words for groups of students who have cooperative social interaction it is better to use guided inquiry learning models rather than using an expository learning model, although the differences in Civic learning outcomes are insignificant. So in this case the model of learning and social interaction of students is significant enough to influence student learning outcomes.

Based on the result of learning of Civic Education of students as a whole, there is an increase of learning result before treatment and after treatment, especially on the treatment of inquiry model terbimibing as well as on treatment using expository learning model. The average increase of learning outcomes certainly proves that there is a need for changes in the learning carried out so far, especially to use the guided inquiry learning model in Civics learning.

Limitations of Research

Researchers have tried maximally in conducting research using guided and expository guided learning model. But the implementation of the research is still experiencing some constraints that become shortcomings and limitations in the implementation of this research. The limitations in this study are:

1. This research is limited only to the implementation of learning using guided inquiry and expository model
2. When students provide answers to the Civic learning outcomes they may be less likely to describe the actual conditions, because they still lack students' understanding of the instrument.
3. Limited facilities and schools, so the use of media and learning resources needed in the application of learning models has not been maximized.

V. Conclusion

Based on the results of data analysis research, it can be put forward the following conclusions:

1. Civics learning outcomes of students taught with guided inquiry learning model is higher than student learning outcomes taught by expository learning model. The mean score of student learning outcomes using guided inquiry model is 82.97 and the expository model is 79.00.
2. Civic learning outcomes of students who have cooperative social interaction is higher than student learning outcomes that have competitive social interactions. The mean score of students having cooperative social interaction is 83.77 and has a socially competitive interaction is 79.26.
3. There is an interaction between the learning model and the social interaction in influencing the student's learning outcomes. The result of Anova AxB test is known that FBh = 8,550 and F0,05 (1,68) = 3,980. Because 8,550> 3,980 it can be concluded that there is interaction between the use of learning model and social interaction in giving influence to the student's learning outcomes tested truth

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