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The Effect of Learning Strategy Integrated Character and Social Interaction Towards IPS Learning Outcomes of Students in SD Kalam Kudus-2 Medan

Heldiana S
Department of Education Technology, Postgraduate Program, State University of Medan, Medan, Indonesia

Abstract
This research aims to find out : (1) The effect of learning strategy for IPS learning outcomes of student; (2) Knowing the learning outcomes of IPS students who have cooperative social interaction and competitive social interaction; (3) Interaction between learning strategy and social interaction that effect student IPS learning outcomes. The research method was a quasi-experimental. The population consisted of 101 students in the fourth grade of SD Kalam Kudus-2 Medan in the second semester 2016/2017 academic year, sample consisted of 69 students that were divided into two groups. The technique of data analysis using ANAVA two ways. Before the data analyzed by using ANAVA, the distribution of data should be normal and homogeny. The normality of data was measured by Lilifors and the homogeneity of data was measured based on Fisher and Barlett Test, testing of advanced test with Scheffe Test. The conclusion of the research that: (i) Students learning outcomes using Problem Based Learning strategy were higher than students who received Quantum Teaching strategy that were integrated with manners; (ii) Cooperative social interactions greater than those with socially competitive interaction indicate different social interactions and (iii) there is an interaction between learning strategies that are integrated with character and social interaction in influencing learning outcomes.
Keywords: Learning Strategies Integrated Character, Sosial Interaction, IPS Learning Outcomes

1. Introduction

Education aims to keep human beings grow as the main intelligent creatures as their identity. According to Law No. 20 of 2003 Article 3 on the National Education System, national education functions to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life. The purpose of national education is the development of the potential of learners to become human beings who believe, devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible.

The result of Sutjipto's study (2014: 496) that from the post-independence period until now the education of character is strategically placed on the curriculum of education in Indonesia in three respects, namely stand alone as a subject, combined with relevant subjects, and integrated into the subjects other. Education of the mind character it must be invested since starting from within the life of the home environment, especially the parents who most play a role guide the good life values of the children. The planting of characters in elementary school education is considered very important.

Through character education students are expected to be able to independently use knowledge, study and internalize the values of character and noble character so that embodied in everyday behavior (Mulyasa, 2012). The environment is highly relevant and effective if it is integrated as one of the supporting components for character education in relation to existing psychological, educational and sociological aspects (Murty & Patriana, 2016). The school is responsible for producing in producing learners who not only excel in the field of knowledge and technology, but also in the identity, character and personality without exception SD Kalam Kudus-2 Medan.

One of the subjects that can be used to develop character education is Social Sciences (IPS). Social Sciences examines a set of events, facts, concepts, and generalizations related to social issues. At Elementary School level, IPS subjects include geography, history, sociology, ecology, politics and economics.

Based on the data obtained by the researcher that the daily test result on the social problem shows the students get the value under KKM (Minimum Criterion of Minimum). The result of learning achievement is low because during the learning process the students only listen to the explanation from the teacher and record the subject matter which is conveyed by the teacher so that the students learn only with the note and memorize it without knowing the actual concept.

Students rarely engage in group discussions so that students find it difficult to express opinions, appreciate the opinions of others. In addition, the teacher's learning strategies are less diverse and have not created an active, effective and enjoyable learning environment so students feel bored quickly and easily forget the subject matter.

One of the efforts that need to be done to improve students' learning result is low is problem based learning strategy (problem based learning) that integrates manners according to KTSP demands. Problem Based Learning (PBL) is a learning strategy that has the essence of presenting a variety of problematic situations that are

authentic and meaningful to the students. The role of teachers is to offer authentic problems so it is clear that students are required to solve the problem (Arends, 2008: 41).

The articles in the CIDR bulletin (2004) suggest reasons for using PBLs because:(1) PBL's prepare students better to apply their learning (learning) to real-world situations; (2) PBL's enable students to be producers of knowledge, rather than just consumers; and (3) PBL's can help students develop communication, reasoning and critical thinking skills.

Another learning strategy that will see its influence is Quantum Teaching relying on a concept that is "bring the world of students to the world of teachers and let the world of teachers into the world of students". This activity is done by connecting what the teacher will teach with an event, thought or feeling, after the link is formed then the students can be brought to the world of teachers and give students an understanding of the content of learning. Students become subjects rather than educational objects.

Quantum Teaching Learning prioritizes diversity and freedom rather than uniformity and order (DePorter, 2010). The results of Goman et al (2017) concluded the feasibility stage in Quantum Teaching strategy, supporting the improvement of students' emotional intelligence from the aspect of confidence.

Teachers are required to pay attention to the characteristics of students in order to happen an effective learning transfer. Learning will be more effective when the learning process is done in accordance with the character of students who are taught. One of the characteristics of students is the ability of social interaction. A social interaction would not be possible if it did not meet two conditions, namely social contact and the existence of communication.

Social contact can lead to positive and negative things. The positive nature is cooperation, whereas the negative nature leads to a contradiction or even not at all resulting in social interaction (Soekanto, 2014). Research conducted by Rosady (2012) about cooperative social interaction (cooperation) and competitive (individual) explained that by cooperating in the group (cooperative). The condition of students who have cooperative social interaction is very helpful for the students in controlling the selfishness that exists within each of them so as to establish and establish a sense of social solidarity.

Khulman and Wimberley (1976) cited Sears et al. (1985) classified three types of individual behavior in social interaction with his group, namely: 1) Cooperators are behaviors that emphasize the maximization of rewards received or received by his friends, 2) A competitor is a behavior that is oriented towards maximizing its own outcomes for more than its friend, and 3) Individualis is a behavior that prioritizes maximizing its own outcome regardless of the defeat or victory of a friend. The application of learning strategy will be designed with a very efficient network which includes students, teachers, learning process and learning environment that is problem based learning strategy which integrates character and Quantum Teaching by considering social interaction as a factor that can influence the increase of result learning.

2. Method

This research was conducted at SD Kalam Kudus-2 Medan. The population in this study is the generalization area consisting of objects / subjects that have certain qualities and characteristics set by the researcher to be studied and then drawn the conclusion (Sugiyono, 2016). The sampling technique in this research is cluster random sampling technique (sample of random group) that is chosen 2 (two) class as sample which subject to treatment through random selection. To determine the type of treatment in each class is done by lottery. The classes that will be the research sample are IV^A and IV^B with a total of 69 people.

The method applied in this research is quasi experiment (Quasi Experiment Research). The research design used is 2 x 2 factorial design. Through this design will be compared the influence of problem based learning strategy and quantum teaching on student learning outcomes. Problem-Based Learning Strategy that integrates character and quantum teaching which integrates character as independent variable, social interaction as moderator variable and integrated IPS as dependent variable.

Table 1. Factorial Design 2 x 2

Learning Strategy that are integrated in character (A) / Social Interaction (B)	Problem Based Learning (A_1)	Quantum Teaching (A_2)
Cooperative (B_1)	(A_1 B_1)	(A_2 B_1)
Competitive (B_2)	(A_1 B_2)	(A_2 B_2)

Data collection techniques in this study used tests for integrated IPS learning outcomes and questionnaires for social interaction. The test result of learning is in the form of multiple choice questions with four choices of answers on the subjects of integrated IPS class IV SD with the standard of competence to recognize natural resources, economic activities and technological progress in the district / city and province. Meanwhile, to classify students on the social interaction of cooperative and competitive implemented by questionnaire of social interaction according to Newcoomb (1985) which is based on attitude scale by using Likert scale measurement technique.

The instrument used in this test kit is a matter of multiple choice of 40 questions with four answer choices namely a, b, c and d. The test results of learning outcomes are designed based on the cognitive coverage area according to Bloom's revised Anderson (2001). Social interactions were measured using a 40-point questionnaire with 4 questionnaires: very often, often, occasionally and never.

Based on the social interaction indicator proposed by Newcomb (1985), the statement in the test instrument is distinguished on positive statements and negative statements. A positive statement is a statement that explains that an opinion or attitude that approves the indicator is set, whereas a negative statement is a statement contrary to the indicator set. A student who scores higher on the odd number problem than the even number score is grouped in the category of cooperative social interaction, and vice versa students who score higher on the even number problem than the odd number scores are grouped as students with a competitive type of social interaction.

Data analysis techniques used are descriptive and inferential statistical techniques. Descriptive statistical techniques are used to describe data, among others: mean (median), median, mode, standard deviation, and data trend. Inferential statistical techniques are used to test the research hypothesis, where the inferential technique used is a two-lane Anava variance analysis technique (2x2 factorial design) with a significant level of $\alpha = 0.05$.
To test the requirements analysis was done by normality test using Lilliefors test, while homogeneity test used Fisher test (F) and Bartlett test at 5% real level. Fisher tests were used to test the homogeneity of each sample group (treatment), while the Bartlett test was used to test the sample group homogeneity (treatment) simultaneously. If the sample size of each cell in the study design is not the same, then it will proceed with Scheffe test.
For the purpose of hypothesis testing, statistics are formulated as follows:

First Hypothesis :

H_O : $\mu A_1 \leq \mu A_2$

H_a : $\mu A_1 > \mu A_2$

Second Hypothesis :

H_O : $\mu B_1 \leq \mu B_2$

H_a : $\mu B_1 > \mu B_2$

Third Hypothesis :

H_O : $A >< B = 0$

H_a : $A >< B \neq 0$

3. Result And Discussion

The first, second and third hypotheses testing was performed using two-way ANAVA The interaction of learning strategies and social interaction is shown in figure 1:

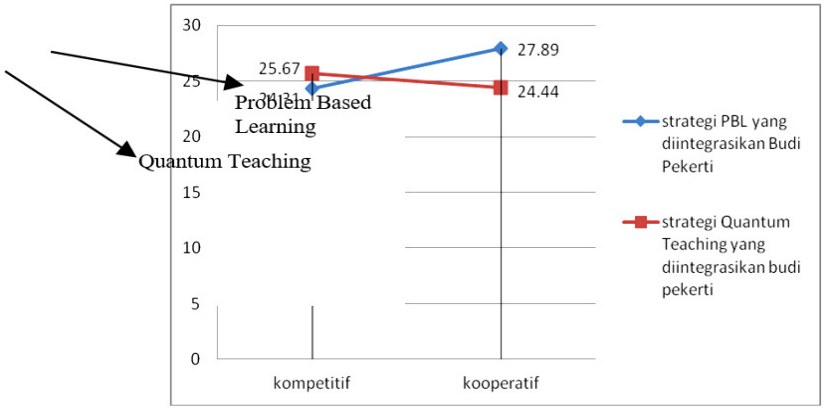

Figure 1
Interaction of Interaction Charts Between Learning Strategies and Social Interaction

Handayani (2012) concluded that groups of students with cooperative forms of social interaction received better learning outcomes than students with socially competitive interactions. Based on the calculation of

factorial anava 2 x 2 obtained F count = 4.429 while the value F-table = 3.99 with a real level = = 0.05. It turns ou F-count > F-table so that hypothesis testing rejects Ho and accepts Ha. Thus it can be concluded that the results of the study of students' integrated IPS with cooperative social interaction is higher than the result of study of student's integrated IPS with competitively-tested social interaction.

Based on the calculation of Anava obtained F arithmetic 18.02 while F table 3.99 for dk (1:66) with 5% real level, it turns F-count value 18.002 > F-table 3.99 so Ho rejected. Thus it can be concluded that there is an interaction between learning strategies that are integrated with moral character and social interaction in influencing the results of learning IPS integrated fourth grade students SD Kalam Kudus-2 Medan tested the truth.

Average learning outcomes of integrated IPS students who have a competitive social interaction taught by using Quantum Teaching learning strategies higher than students who have a competitive social interaction taught by a problem-based learning strategy that is integrated with character. This means that the learning strategy of Quantum teaching is more effective to improve the learning result of integrated IPS in students who have competitive social interaction compared to students with students who have cooperative social interaction. This happens because the learning strategy of Quantum Teaching is a rousing alteration of learning, with all its nuances. Quantum Teaching also includes all the connections, interactions and differences that maximize students' learning moments more meaningfully.

Table 2. Summary of ANAVA

Sumber Varians	dk	JK	RJK	F_{hitung}	F_{tabel}	Ket
Learning strategy that are integrated in character (A)	1	23,56	28,47	5,351	3,99	Signifikan
Social Interaction (B)	1	28,47	23,56	4,429		Signifikan
Interaction (AB)	1	95,78	95,78	18,02		Signifikan
Galat	66	351,1	5,32			

4. Conclusion

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

First, the results of the integrated IPS learning of students who are taught by problem based learning strategies that are integrated with character is higher than students who are taught by Quantum Teaching strategy in SD Kalam Kudus-2 Medan.

Second, The students' learning outcomes of integrated IPS with cooperative social interaction is higher than students with competitive social interaction SD Kalam Kudus-2 Medan

Third, there is an interaction between learning strategies that are integrated with moral character and social interaction in influencing the learning outcomes of integrated IPS SD Kalam Kudus-2 Medan. The results of the integrated IPS learning of students who are taught by problem based learning strategy that integrates character with cooperative social interaction is better than students having competitive social interaction.

While the results of learning integrated IPS students who are taught by learning strategies Quantum Teaching competitive social interaction is better than students who have cooperative social interaction. Thus, students who have cooperative social interaction are better taught by problem based learning strategies that are integrated with character and students who have better competitive social interaction are taught with Quantum Teaching learning strategy.

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