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THE EFFECT OF LEARNING STRATEGIES SIMULATION AND LEARNING MOTIVATION ON THE RESULTS OF ISLAMIC EDUCATION LEARNING SCHOOL STUDENTS MIDDLE FIRST STATE 4 MEDAN

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Abstract

The research study aims to identify and describe: (1) the effect of implementing learning strategies on the learning outcomes of Islamic Religious Education students at SMP Negeri 4 Medan, (2) the influence of learning motivation on the learning outcomes of Islamic Religious Education students at SMP Negeri 4 Medan, and (3) interaction. between learning strategies and learning motivation on learning outcomes of Islamic Religious Education students of SMP Negeri 4 Medan. The population was all students of class VII SMPN 4 Medan consisting of 11 classes. The sampling technique used was cluster random sampling. The data collection instruments were questionnaires and tests. Testing for normality using Liliefors and homogeneity testing using Fisher and Bartlett. The data analysis technique is a two-way analysis of variance at $\alpha = 0.05$ .The results showed: (1) there is an effect of the application of learning strategies on learning outcomes of learning outcomes in Islamic Religious Education, this is evident from the results of statistical tests which show $F_{count} = 4.35 > F_{table}$ 3.96, (2) there is an effect of learning motivation on the results. learning Islamic Religious Education, this is evident from statistical testing which shows $F_{count} = 5.14 > F_{table}$ 3.96, and (3) there is an interaction between learning strategies and learning motivation, this is evident from statistical testing which shows $F_{count} = 104.36 > F_{table}$ 3,96.

Keywords: Simulation Learning Strategy, Learning Motivation

Introduction

The selection of appropriate learning strategies, expectations of quality improvement and learning outcomes can be fulfilled, requiring the ability of teachers to plan, design, implement and evaluate and provide feedback to be an important factor in achieving the success of learning objectives. The ability of teachers to master learning materials, teaching styles, use of media, determination of strategies and selection of learning strategies are efforts to expedite the learning process and improve the results of achieving learning objectives.

Students can learn well if learning strategies are carried out appropriately and effectively. It is rightly interpreted that learning strategies and strategies

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should be adapted to the characteristics of teaching materials while effective means that the applied learning strategies and strategies can improve learning outcomes.

The learning strategies used by teachers so far have not been optimal so that it causes student boredom which results in low learning outcomes. To reduce or even avoid learning strategies that are too monotonous, various learning strategies are sought that are more effective in creating multi-directional communication, so that it is hoped that it will also lead to and increase proactive interactions in learning. However, it should be realized that there is no best or bad strategy, because this 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 Islamic Religious Education learning is carried out according to the characteristics of the subjects themselves which require thinking skills and interaction skills from students to understand the materials contained in them.

The right learning strategy in studying Islamic Religious Education materials, especially on the Friday Prayers, Plural Prayers and Qashar materials used is a simulation learning strategy, where in simulation learning activities are developed thinking skills, intellectual skills, interacting, working together for problem solving and learn about various roles by engaging in real or simulated experiences and becoming an autonomous and independent learner.

The results showed that the simulation learning strategy could improve student learning outcomes, including: (1) Sunaryo's research (2015) showed that the simulation strategy had a positive effect on the social studies learning achievement of fourth grade students where the data obtained showed the price data of Fcount 37,548 ($p = 0.000$) which means that the learning process that applies the simulation strategy has a higher learning achievement than the expository strategy, (2) the results of Andriani's (2014) research show that the application of the social simulation model in Civic Education and Social Sciences learning is proven to increase the democratic attitude of the participants. students, and (3) the results of Untari's research (2013) showed that the application of the simulation method increased student learning outcomes: The percentage of classical student learning completeness in the first cycle was 25%, in the second cycle increased to 41.67% and in the third cycle increased to 79 .17%, average the value increased from 61.13 in the first cycle to 69.54 in the second cycle and in the third cycle increased to 80.29,

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 students' desire to carry out learning activities independently, where differences in learning motivation inherent in students result in differences in ability and absorption of Islamic Religious Education teaching materials. In this case, students with high learning motivation will have an impact on taking the initiative, strong willingness to learn and readiness to

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learn on their own without depending on others, this is the opposite for students with low levels of learning motivation.

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

The results showed a significant relationship between learning motivation and learning outcomes, including: (1) the results of Sulistyo's research (2016) showed an increase in students' motivation and learning activities in the first, second and third cycles. In the first cycle, the students' learning motivation was 47%, the second cycle was 63% and the third cycle was 76%. Student learning activity in the first cycle is 32%, the second cycle is 53%, and the third cycle is 77% as a result of the implementation of learning strategies, (2) the results of research by Hamdu and Agustina (2011) found that there was a significant influence between motivation on student achievement. This means that if students have motivation in learning, their learning achievement will be good (high). On the other hand, if students have bad habits in studying, their learning achievement will be poor (low) with a correlation number of r = 0.693, and (3) the results of Warti's research (2016) found that there was a positive influence between students' learning motivation and students' mathematics learning outcomes. The selection of appropriate learning strategies is needed and must be adjusted to students' learning motivation, because studying Islamic Religious Education material which is quite dense requires students' motivation to find other sources. Therefore, student learning motivation is one component that must be considered carefully by teachers in identifying the abilities of their students which will assist in determining the appropriate materials, strategies, methods and media to use. This needs to be done so that the learning delivered can attract the attention of students and every second that takes place in the learning activities carried out will be meaningful and not boring for students.

This study reveals efforts to improve student learning outcomes, especially in Islamic Religious Education subjects by applying simulation learning strategies as one of the learning strategies that can be applied to Islamic Religious Education learning, as well as the level of student motivation in learning which is estimated to affect learning outcomes.

Research Methods

The research method used is quantitative with a quasi-experimental model. The population was all students of class VII SMPN 4 Medan consisting of 11 classes. The sampling technique used was cluster random sampling. The data collection instruments were questionnaires and tests. Testing for normality

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using Liliefors and homogeneity testing using Fisher and Bartlett. The data analysis technique is a two-way analysis of variance at $\alpha = 0.05$ ..

Research Result and Disscussion

The results of this study have shown that the data on Islamic Religious Education learning outcomes in the group of students of SMP Negeri 4 Medan who were taught with a simulation learning strategy obtained higher student learning outcomes of Islamic Religious Education than the group of students who were taught with an expository learning strategy, where the average score The average learning outcomes of Islamic Religious Education students at SMP Negeri 4 Medan obtained by students who were taught using simulation learning strategies with an average of 24.3 were higher than students who were taught by expository learning strategies with an average of 22.7.

This fact shows that the simulation learning strategy has proven to be effective in improving the overall learning outcomes of Islamic Religious Education students at SMP Negeri 4 Medan, both for groups of students in SMP Negeri 4 Medan with high learning motivation and for groups of students in SMP Negeri 4 Medan with low learning motivation.

The above is understandable because the purpose of implementing the simulation learning strategy is to foster students in order to develop students' cognitive, affective and psychomotor aspects comprehensively and interact with their environment. The simulation learning strategy emphasizes learning in which students discover for themselves what they are learning, not just knowing from the teacher.

The implementation of the simulation learning strategy also emphasizes the active and creative roles of students, considering that learning will be more meaningful if cognitive, affective, and psychomotor functions can work together. With simulation learning strategies, students learn directly by watching, observing the behavior of the strategy. There are a lot of learning support materials available around the students. Therefore, teachers can plan learning activities inside and outside the classroom.

In this regard, Hamalik (1993) explains that in simulation learning the following activities take place: (1) researching a situation, problem or game that helps the group try to achieve learning goals through role playing activities, (2) organize activities so that clear roles and responsibilities to be carried out and adequate material, time and space are available, (3) prepare clear directions for participating students and classify activities that will help achieve the identified goals, (4) explain these directions to students, (5) answer questions related to the activity, (6) select students to carry out activities that play several skills in the classroom, (7) assist students involved in the planning stage, (8) to supervise activities to find out whether the roles and responsibilities are responsibility is carried out in accordance with the rules and instructions, (9) provides suggestions for improving student activities and (10) evaluates activities that are centered on students' understanding of the goals that have been achieved and to improve subsequent simulation activities.

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These findings indicate that to teach Islamic Religious Education teaching materials, especially on the subject of Friday prayers and plural and Qashar prayers, it is more appropriate to use simulation learning strategies than expository learning strategies, this is understandable because the implementation of simulation learning strategies makes students more active. and creative, remembering that learning will be more meaningful if cognitive, affective, and psychomotor functions can work together. With the simulation learning strategy, students learn directly by watching, observing the behavior that is demonstrated in the implementation of the simulation.

The findings of this study support the results of previous research including: (1) the results of Untari's research (2013) showed that the application of the simulation method increased student learning outcomes: The percentage of classical student learning completeness in the first cycle was 25%, in the second cycle increased to 41.67 % and in the third cycle increased to 79.17%, the average value increased from the first cycle to 61.13 in the second cycle to 69.54 and in the third cycle increased to 80.29, (2) the results of Sunaryo's research (2015) showed that the simulation strategy has a positive effect on the social studies learning achievement of fourth grade students where the data obtained shows the price data for Fcount 37,548 (p = 0.000) which means that the learning process that applies the simulation strategy has higher learning achievement than the expository strategy, and (3) the results of research by Suharianta, Syahruddin, and Renda (2014) show the average score of social science learning outcomes achieved experimental class is 23.25 or 77.5% with high category. Meanwhile, the average score achieved by the control class who was taught using expository learning strategies was 18.50 or 61.7% in the sufficient category. Based on hypothesis testing, it can be concluded that there is a significant difference in social science learning outcomes between classes taught using local culture-based simulation learning methods and classes taught using expository learning strategies.

Observing the findings above, the teacher's role in learning activities is to pay attention to student learning motivation so that the strategies applied in learning activities are in accordance with the characteristics of student learning independence. This is in line with the explanation of Hamalik (2009) which states that the function of motivation is: (1) encouraging behavior or actions. Without motivation, there will be no action, for example learning, (2) motivation functions as a guide, meaning directing actions to achieve the desired goal, and (3) motivation functions as a mover, meaning moving one's behavior. The size of this independence will affect how quickly a job/task can be completed properly.

The first hypothesis states that the learning outcomes of Islamic Religious Education students at SMP Negeri 4 Medan between students who are taught using a simulation learning strategy are higher than the learning outcomes of students who are taught using expository learning strategies. This is understandable because through simulation learning strategies can encourage students to actively learn as explained by Sudjana (2001:114) the

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advantages of simulation learning strategies are: (1) simulation activities are closer to students' real-life problems, (2) can encourage students to students to think about problems in real life and try to solve them, (3) learning activities are more interesting because they are associated with roles in life, (4) encourage the growth of students' cooperation in dealing with problems.

The learning process by applying the simulation learning strategy is not just working together in a group but the emphasis is more on a learning process that involves a complete and fair communication process in the classroom. In addition, the simulation learning strategy aims to foster student participation in doing exercises proposed by the teacher in learning, foster discussion among students in finding causes and solutions to these issues or problems. Therefore, the teacher's role in simulation learning is as a facilitator who directs students to discover 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, cooperation and mutual need among the members of the study group. The measure of success is determined based on the extent to which the learning group achieves the target. In this activity, cooperation, personal responsibility and mutually supportive interactions 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 emphasize personal effort to achieve the goals that have been set. Interaction between fellow friends is very less and each individual is oriented towards achieving maximum results. The scoring and reward system is a reference to determine whether someone wins or loses in achieving the set targets.

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

The implementation of Islamic Religious Education learning by applying expository learning strategies, the teacher's role is the main transmitter of teaching materials, then students are given individual assignments. During the learning process, students work individually to prepare their respective assignments. Therefore, there is less interaction between students and there is no division of labor, so that the results of student work are individual work. Therefore, smart students have no difficulty in completing these tasks, while slow students will of course have difficulty completing tasks.

The simulation learning strategy is more likely to allow students to learn to understand the subject matter of Islamic Religious Education because it is carried out in a shared learning community among students. Students in simulation learning activities can learn together to solve problems or complete

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tasks together, students who do not understand the subject matter of Islamic Religious Education can ask their friends who are more mastered. Whereas in expository learning, students learn individually, therefore if students have difficulty solving problems or completing assignments, these students have their own difficulties because other students do not provide support or assistance.

If it is further noted that in the simulation learning strategy the average learning outcomes of Islamic Religious Education students of SMP Negeri 4 Medan with learning motivation are higher than the learning outcomes of students with low learning motivation. While in the expository learning strategy, the average learning outcomes of Islamic Religious Education students of SMP Negeri 4 Medan with low learning motivation were higher than the results of Islamic Religious Education students of SMP Negeri 4 Medan with high learning motivation.

This shows that learning motivation is significant enough to distinguish student learning outcomes, where student learning outcomes with high learning motivation are more appropriate to be taught using simulation learning strategies while students with low learning motivation abilities are more appropriately taught using expository learning strategies.

Testing the second hypothesis shows that the learning outcomes of Islamic Religious Education students of SMP Negeri 4 Medan with high learning motivation are higher than the learning outcomes of students with low learning motivation. These results prove that learning motivation is significant for differentiating the learning outcomes of Islamic Religious Education.

The findings of this study are in line with the findings of previous studies including: (1) the results of Warti's research (2016) found that there was a positive influence between students' learning motivation and students' mathematics learning outcomes. The correlation coefficient r = 0.974 is significant at = 0.05, (2) the results of Sulistyo's research (2016) show an increase in student motivation and learning activities in the first, second and third cycles. In the first cycle, the students' learning motivation was 47%, the second cycle was 63% and the third cycle was 76%. Student learning activities in the first cycle are 32%, the second cycle is 53%, and the third cycle is 77% as a result of the implementation of learning strategies, (3) the results of Nurdin's research (2015) show that learning motivation has a relationship with learning achievement in civic education. The value of the coefficient of determination (R2) of 0.504 means that 50.4% of learning motivation has a relationship with learning achievement of civic education, while the remaining 49.6% (100% - 50.4%) is influenced by other factors. This can be seen from the results of data processing, the value of tcount = 7,933 > ttable value at 5% = 1,670, and (4) the results of research by Hamdu and Agustina (2011) show that there is a significant influence between motivation on student achievement. This means that if students have motivation in learning, their learning achievement will be good (high). Conversely, if students have bad habits in learning, their learning achievement will be bad (low). The magnitude

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of the correlation coefficient (r) is 0.693, which is greater than 0.491 with a significant level of 1%.

Learning motivation in this study is categorized into two categories, namely high and low. From the results of data analysis as a whole, it was obtained that the average learning outcomes of Islamic Religious Education students of SMP Negeri 4 Medan with high learning motivation were better than the learning outcomes of Islamic Religious Education students of SMP Negeri 4 Medan with low learning motivation.

This indicates that students with high learning motivation on average have better Islamic Religious Education learning outcomes for SMP Negeri 4 Medan students compared to students with low learning motivation. Thus, students with high learning motivation understand and master the subject matter of Islamic Religious Education better 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, enthusiastic, have high empathy, sympathy and 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 other people. Because of this difference in the characteristics of learning motivation, it is predicted that it will have an influence on the achievement of student learning outcomes in Islamic Religious Education.

Islamic Religious Education learning materials in the form of a set of knowledge, forms of skills and the cultivation of attitudes and values in the context of Islamic Religious Education disciplines. In addition, Islamic Religious Education learning is expected to develop thinking skills that can develop knowledge, skills and self-confidence. Likewise, the learning outcomes of Islamic Religious Education are a description and level of cognitive ability in the form of knowledge and skills in the form of facts, concepts, procedures and principles.

Taking into account the characteristics of Islamic Religious Education learning above, the characteristics of learning motivation factors also affect the level of success in achieving the success of Islamic Religious Education learning. As previously explained, there are differences in student characteristics that affect individual personality development, including learning motivation.

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

The results of testing the third hypothesis there is an interaction between learning strategies and learning motivation in influencing the learning

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outcomes of Islamic Religious Education students at SMP Negeri 4 Medan. If it is seen that the average learning outcomes in groups of students with high learning motivation and being taught using a simulation strategy are better than the average learning outcomes for groups of students with high learning motivation and being taught using expository learning strategies.

The average learning outcomes of Islamic Religious Education students of SMP Negeri 4 Medan in the group with low learning motivation and being taught using a simulation strategy is lower than the average learning outcome for the group of students with low learning motivation and being taught using an expository strategy. 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 learning strategies and learning motivation significantly affect the learning outcomes of Islamic Religious Education students at SMP Negeri 4 Medan.

Simulation learning strategies allow students to search and reconstruct information/knowledge by collaborating or collaborating with their classmates. Therefore, in simulation learning, students interact with their environment in order to find the widest possible information.

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

These characteristics are very suitable and develop well when the activities are carried out in groups. It means that the use of a simulation strategy with students who are motivated to learn will have a more effective effect and results than the use of an expository strategy. Thus, it can be assumed that the effect of collaborative strategies on student learning outcomes with high learning motivation will be better than the use of expository strategies. Therefore, there is a difference in the effect between the simulation and expository learning strategies on the learning outcomes of students who are highly motivated to learn where the simulation strategy is thought to have a better effect than the expository strategy.

Students with low learning motivation have characteristics such as: difficult to get along with, likes to be alone, indifferent, pessimistic, passive, quiet, and difficult to adapt to other people. This kind of characteristic when given a simulation strategy that emphasizes cooperation and interaction with other students has less influence on them.

On the other hand, the expository strategy 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 other people. Therefore, if this type is given an expository strategy, it will have a better effect than the simulation strategy. Thus there is a difference in the effect of the simulation strategy and expository strategy on student learning outcomes, where students who are

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given an expository strategy will be better at spurring the spirit of achievement and enthusiasm to compete with their classmates.

Conclusions and Recommendations

The conclusions that can be drawn are as follows: (1) there is an effect of implementing learning strategies on learning outcomes of Islamic Religious Education learning outcomes. In this case, the average learning outcomes of Islamic Religious Education students of SMP Negeri 4 Medan who were taught using a simulation learning strategy ($\overline{X}$ =24.30) were higher than the average learning outcomes of Islamic Religious Education students who were taught using expository learning strategies ($\overline{X}$ = 22 .70) with Fcount = 4.35 > Ftable 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 of SMP Negeri 4 Medan with high learning motivation (= 23.90) were higher than the average learning outcomes of Islamic Religious Education students of SMP Negeri 4 Medan with low learning motivation ($\overline{X}$ = 22.80) with Fcount = 5.14 > Ftable 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 a simulation learning strategy, while students with low learning motivation are more appropriate to use expository learning strategies with Fcount = 104.36 > Ftable 3.96.

Suggestions that can be submitted are: (1) the teaching staff need to look at the characteristics of students' learning motivation in implementing learning strategies. Where students with high learning motivation are more appropriate to use simulation learning strategies and students with low learning motivations, expository learning strategies should be used for Islamic Religious Education subjects, and (2) to other researchers who want to do further research on simulation learning strategies and expository learning strategies, they should add the controlled variables so that wider knowledge is obtained about simulation learning strategies and expository learning strategies.

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