

## **The Influence of Classical Learning and Learning Motivation on Learning Outcomes in the Study of IPAS for Students of Class VI SDN 13 Benteng Mandalle Sub-District Pangkep District**

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### **Abstract**

This research is a descriptive quantitative research. The objectives of this study are to: (1) Explain the effect of Classical Learning on learning outcomes (2) Explain the effect of Learning Motivation on learning outcomes. (3) Explain the effect of Classical Learning and Learning Motivation on student learning outcomes. Data collection using questionnaires, documents and observations. The research method used is quantitative research, the tools used are questionnaires and documents. The population of this study were grade VI students of SDN 13 Benteng Pangkep Regency with a sample size of 10 people. In analyzing the data used in this study, multiple regression analysis, determination, t-test and f-test were used. (1) Classical learning contributes to learning outcomes. (2) Learning motivation contributes to learning outcomes. (3) Classical learning and learning motivation affect student learning outcomes.

**Keywords:** Classical Learning, Motivation, Learning Outcomes



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### **INTRODUCTION**

The teacher determines the speed of presentation and the level of difficulty of the material to students based on information on the general ability of students. The teacher seems to be very controlling in determining all learning activities. The amount of material to be taught, the order of the subject matter, the speed at which the teacher teaches and others are in the hands of the teacher.<sup>3</sup> Classical learning methods usually demand high discipline from students, and the teacher has full authority in the classroom. The slightest anomaly can result in the student having to stand by the blackboard for the entire class period or being stung by the teacher's chalk throw. The results of learning are usually extraordinary, memorized outside the head, monocular, and anti-criticism. The truth is single and should not be questioned. As for classical learning according to Aunurrahman, which states that the classical learning model prioritizes the role of the teacher in providing information through the presented subject matter. Factors that come from outside students (external) are the family environment, especially parental care. In educating children in the family environment is very important because the family environment is the best place to start education, here learning opportunities can be utilized to develop children's talents and talents. All parents have a noble responsibility to provide physical education and also spiritual education to their children.

Motivation as one of the psychological factors is very important in the process of learning activities. Motivation is one of the factors that influence student success. This assumption is in line with the opinion of Sardiman who says that a person will get the desired results in learning if there is a desire to learn. This means that motivation has an influence on student success to achieve optimal learning outcomes. Conversely, the low motivation of students in learning will also be low in the results achieved. The existence of motivation in the learning process is an important factor that will affect all aspects of learning and learning. Motivated students will

show interest in learning activities, feel self-success, have efforts to succeed, and be given to it. Motivation can also function as a driver for the achievement of learning outcomes. Someone will carry out activities because of the motivation within him. The existence of high motivation in learning will achieve optimal results. In other words, a diligent effort, especially one that is based on motivation, will produce good learning results. The high and low motivation of a student in learning will determine the level of achievement. In teaching and learning activities, the role of motivation, both intrinsic and extrinsic, is very necessary. With motivation, students can develop activity and initiative, can direct in carrying out teaching and learning activities.

Learning outcomes are the values obtained by students by measuring the extent of their understanding and ability to accept the material provided by the teacher. Learning outcomes can be improved by using classical learning and paying attention to learning motivation. Student learning outcomes at SDN 13 Benteng, Mandale District, Pangkep Regency in the last three years can be used as material in measuring student learning outcomes. Student learning outcomes in social studies subjects in 2020-2021 have an average student score of 79.6 in semester 1 and 79.8 in semester 2. Student scores in science subjects in semester 1 and II are the same getting an average score of 79.2. In 2021-2022, the first semester science score is greater with an average score of 78.9 while in the second semester it is only an average of 78.2. For the first semester social studies score, the average of 79.6 is higher than the second semester score which only obtained 79.3. While student learning outcomes in 2022-2023 can be seen from the first semester science value of 79.2 and the second semester the average value is greater with a value of 79.5. For social studies, the average value of the first semester was 80 and the second semester was 79.7. Overall, the average student score in 2022-2023 is higher than the student score in 2021 and 2022. The results of awa observations researchers can see a phenomenon where online learning is still less effective in improving student learning outcomes. This can be seen in the table of student learning outcomes, where in 2021-2022 student scores are lower than scores in 2023. This is because in 2021-2022 the majority of learning still uses online learning. In contrast, the 2023 learning activities have used offline learning activities so that it is efficient to increase student scores.

## **RESEARCH METHODS**

The research method used is Qualitative Research with types of research including: Descriptive Studies, Literacy Studies, Case Studies, Phenomenology, Ethnography, Narrative, Mix Method. While Quantitative Research Methods can be in the form of Surveys, Correlational, and Experimental. As for Classroom Action Research, a maximum of 3 cycles is carried out, consisting of planning, implementation, observation, and reflection. Data collection techniques must be described in detail such as observation, documentation, interviews, questionnaires, questionnaires which are also supported by relevant references. Data collection using questionnaires, documents and observations. The research method used is quantitative research, the tools used are questionnaires and documents. The population of this study were grade VI students of SDN 13 Benteng Pangkep Regency with a sample size of 10 people. In analyzing the data used in this study, multiple regression analysis, determination, t-test and f-test were used. (1) Classical Learning Contributes to Learning Outcomes.

## **RESEARCH RESULTS AND DISCUSSION**

### **The Effect of Classical Learning on Student Learning Outcomes**

Classical teaching is a learning model that we usually see everyday. In this model, teachers usually teach between 30-40 learners in a room. Learners have a minimum ability for that level and are assumed to have relatively similar interests and learning speed. Under these conditions, individual learner learning conditions in terms of learning speed, learning difficulties and

learning interests are difficult for the teacher to pay attention to. Students' attitude in classical learning is to seek knowledge based on instructions from the teacher by utilizing learning resources such as textbooks and LKS. Almost every student has notes on what he/she has learned from the textbook or discussion with his/her friends. Learners have minimum ability for that level and are assumed to have relatively the same interest and learning speed. Under these conditions, the learning conditions of individual students both regarding learning speed, learning difficulties and learning interests are difficult for teachers to pay attention to.

### **The Effect of Learning Motivation on Learning Outcomes**

Based on the results of partial data analysis, it can be seen that there is an influence between learning motivation and student learning outcomes. Thus, it can be concluded that learning motivation individually (partially) has an influence on learning outcomes, meaning that the higher the learning motivation, the more positive the effect on learning outcomes. Thus, this study shows that to achieve good learning outcomes, students must show strong motivation, so that motivational support will also support learning outcomes. With motivation, students will be motivated to learn to achieve goals and objectives because they believe and realize the importance and benefits of learning. Likewise with students, motivation is important because it can change their behavior in a positive direction, so that they are able to face all problems, difficulties, and take risks in their learning. Given the importance of motivation to improve learning outcomes, teachers use many techniques to increase student motivation. The teacher always remembers the importance of motivating students because they must learn seriously and try their best. A teacher also ensures that students know the short-term and long-term goals of the learning they receive by providing knowledge of the application of the lesson.

### **The effect of Classical Learning and student motivation on learning outcomes**

The results of the analysis simultaneously show that the variables of Classical learning and student learning motivation have a significant positive effect on student learning outcomes. In other words, there is a fairly close relationship between Classical learning and student motivation has a significant positive effect on student learning outcomes. Thus, attention to classical learning and student motivation have a positive effect on learning outcomes. Thus, it can be concluded that the higher the average of classical learning and motivation, the better the learning outcomes achieved by students. Classical learning in SD Negeri 13 Benteng students has a significant influence, this is because students are very suitable in receiving classical learning. Students are more suitable for classical learning because the majority of students are around schools that tend to be remote. students who are in remote areas will usually pay more attention to every teacher's command or direction. in classical learning the teacher gives explanations by lecturing and occasionally provides learning in group discussions. Thus students will be more focused on paying attention to the teacher so that it has an impact on student learning outcomes. likewise, student learning motivation also affects student learning outcomes. The learning motivation of students in remote areas is relatively higher than that of students in urban areas. This is because students in the fortress area are still less influenced by urban culture. So that students are still more focused on the learning process at school.

### **CONCLUSION**

1. There is a significant positive influence between Classical Learning on student learning outcomes in class VI SDN 13 Benteng Mandalle Sub-district. Therefore, this partially shows that Classical Learning has an effect on improving student learning outcomes.
2. There is an effect of economic learning motivation on student learning outcomes in class VI SDN 13 Benteng Mandalle District. Thus, it can be concluded that learning motivation

individually (partially) has an influence on learning outcomes, which means that the higher the level of student learning motivation, the easier it will be to receive material from the teacher so that it can have a positive influence on learning outcomes.

3. There is a significant positive influence between Classical Learning and, student learning motivation on improving student learning outcomes in class VI SDN 13 Benteng Mandalle District. Thus, technology media, learning motivation and initial skills of students together can improve student learning outcomes. Thus, this means that to achieve good learning outcomes, technology tools, high student motivation and initial skills are needed.

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