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THE EFFECT OF THE EXPERIENTAL LEARNING METHOD AND MOTIVATION ON THE LEARNING OUTCOMES OF RESIDENTS STUDYING PACKAGE B CLASS VII IN MATHEMATICS SUBJECTS AT NONFORMAL EDUCATION UNIT LIMBOTO

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Abstract:

The results of this study indicate: (1) There is an effect of Experiential Learning on learning outcomes. The results of the t-test test, obtained a significance value of 8.17758, with a degree of freedom of 95% or =5% (2.093), then Ha is accepted which means that there is an Effect of experiental Learning on learning outcomes. (2) There is an effect of the Experiential Learning method on learning motivation. The results of the t test, obtained a t value of 19.575, with a degree of freedom of 95% or = 5% (2.093), then Ha is accepted, which means that there is the effect of experiental Learning on learning motivation. (3) There is a joint influence between experiental Learning and learning motivation on learning outcomes. experiental Learning learning model that the influence of the model on the results is in accordance with the t-count value of 8.17758 which is greater than the t-table. This is in line with the results of the t-test on the Learning Motivation questionnaire, both the questionnaire distributed before treatment and after treatment which showed a t-count value of 19.575, from the analysis above that it is true that it is true that there is an effect of the experiental Learning Model and Learning Motivation.

Keywords: Learning Outcomes, Learning Motivation, and experiental Learning.

INTRODUCTION

Measurement of learning outcomes is basically intended to obtain information that can be used as a basis in conducting a systematic evaluation of the learning outcomes that have been achieved compared to the goals that have been previously set. In addition, evaluation activities, especially formative tests, can be used as an effort to diagnose the learning difficulties of Learning Citizens, which are then used to make improvements in the existing learning process. According to Cartono and Utari (2006: 204) that the implementation of the diagnosis can provide information about the basic competencies or indicators of success which were achieved by most of the Learning Citizens and which learning residents did not achieve the basic competencies or indicators of success. The results of formative tests directly or indirectly can be used as the basis for making decisions about the success of the learning process.

By paying attention to the competency standards above, a strategy for providing motivation to learning citizens is needed. Motivation according to Uthman Najati (Sheleh & Wahab, 2005), motivation is a driving force that evokes activity in a person and causes behavior and leads to certain goals, there are three main components in motivation, namely moving, where motivation causes a person to act something, the second is directing, motivation directs one's behavior towards a goal, and motivation also supports, meaning that motivation maintains and sustains behavior, where the state of the environment around the individual must also strengthen the drives and strengths that exist in the individual. Several factors to increase one's motivation come from within oneself and from outside. One of them is by providing appropriate learning methods in classroom learning. Fathurrohman (2015: 129) states that "Experiential Learning is a learning process, a process of change that uses experience as a medium of learning or learning, not just material sourced from books or educators". Learning is done through reflection and also through a process of making meaning from direct experience. Learning from experience includes the link between doing and thinking. Experiential Learning as a method that helps educators relate the content of subject matter to real world conditions, so that with real experience students can remember and understand the information obtained in education so as to improve the quality of education. Judging from the characteristics of learning residents who are adults, this method can be used in classroom learning.

Based on the results of initial observations that the learning outcomes of learning residents at SPNF SKB Limboto have not reached the predetermined Minimum Completeness Criteria (KKM). This can be seen in the results of learning

Mathematics for class VII students in the SPNF SKB Limboto package which tends to decline in the last three years which is described in table 1 and Figure 1, as follows.

Table 1: The State of Values of Class VII Learning Citizens of SPNF SKB Limboto, Limboto Regency in Mathematics Subjects for Three Academic Years

No	School year	Number of WB Class VII	Low value WB count	Total WB High Score	Percentage of WB Low Score	High score WB percentage	KKM (%)
1	2018/2019	50	25	25	50%	50%	70%
2	2019/2020	65	35	20	53,85%	30,76%	70%
3	2020/2021	57	30	27	52,63%	47,36%	70%
Amount		**172**	**90**	**82**			

Source: Primary Data SPNF SKB Limboto Report

Based on the data in Table 1, the following picture is obtained:

1. In the 2018/2019 school year, 50 people studied package b class VII. Learning residents who have low scores or have not reached the level of completeness as much as 50%.
2. In the 2019/2020 school year, 65 people studied package b class VII. Learning residents who have low scores or have not reached the level of completeness are 53.85%.
3. In the 2020/2021 school year, there are 57 people studying package b class VII. Learning citizens who have low scores or have not reached the level of completeness are 52.63%.

From the data above, it can be concluded that the average completeness of learning residents is only 50% of the total number of learning residents. So that the role of tutors is required to make changes in improving the learning outcomes of learning residents. In this case, the tutor needs to motivate the learning community which is very important for the achievement of the learning performance or learning achievement of the learning community. The high and low learning motivation of learning citizens depends on the learning model applied by the tutor during the teaching and learning process.

In addition to motivation, learning methods are needed that are in accordance with the material and conditions of the learning community. Based on the results of observations or observations, in the implementation of learning the use of learning methods that are in accordance with the learning material is still very low and tutors tend to use direct learning methods. This may be due to the tutor's lack of mastery of existing learning methods.

The use of appropriate learning methods will certainly affect the desire of learning residents to learn so that students are motivated to learn and get grades or learning outcomes that are in accordance with the KKM.

THEORITICAL REVIEW

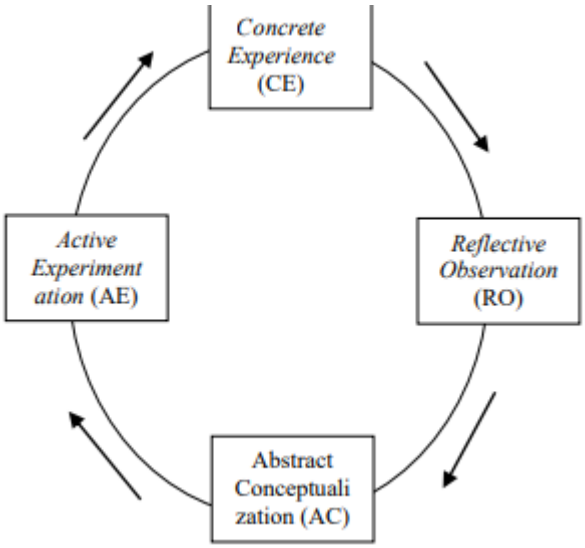
Kolb (2014:105) states about the characteristics of experiential learning, namely: "(1) learning is best conceived as a process, not in term of outcome, (2) learning is continous process grounded in experience, (3) the process of learning requires the resolution of conflict between dialectically opposed modes of adaptation the world, (4) learning is holistic process of adaptation to the world, (5) learning involves transactions between the person and the environment, (6) learning is the process of creating knowledge. Based on Kolb's statement, it can be interpreted that (1) learning is best understood as a process. Not in terms of the results achieved, (2) learning is a continuous process based on experience, (3) learning requires the resolution of conflicts between opposing styles by dialectical means for adaptation to the world, (4) learning is a a holistic process for adaptation to the world, (5) learning involves the relationship between a person and the environment, and (6) learning is a process about creating knowledge.

Furthermore, Kyriacou (2015:4) states that Experiential learning, as defined above, involves providing pupils with an experience that will totally and powerfully immerse them in 'experiencing' the issue that is being explored, and will as a result inf uence both their cognitive understanding and also their affective appreciation (involving their feelings, values and attitudes).

This means that Experiential Learning is defined as a learning that involves learning citizens with total and powerful experience to instill them in experiencing the problems being explored or explored, and the results will affect cognitive understanding and also affective appreciation of learning citizens (involving feelings, values, and attitudes of learning citizens).

While the definition of experiential learning according to Keeton & Tate quoted (Beard, 2015: 5) is "learning in which the learner is directly in touch with the realities of being studied. It is contrasted with learning in which the learner only reads about, hears about, talks about, or writes about these realities but never comes into contact with them as part of the learning process". This means learning where students are directly related to the reality being studied. This is contrasted with learning who reads, listens, talks, or writes about reality but they never experience the learning process directly. Kolb (2015: 5) in experiential learning so that the teaching and learning process runs effectively, students must have four abilities, namely "concrete experience (sample word, feeling), reflective observation

(watching), abstract conceptualization (thinking), and active experimentation (doing). ". The four stages by David Kolb are depicted in a circle as shown in the figure below:



Gambar 1 Experiental Learning Mapp

According to Munif (2015: 5) if learning with the experiential learning model is carried out properly and correctly, then there are several benefits, including: (1) increasing students' enthusiasm and passion for learning, (2) helping to create a conducive learning atmosphere, (3) generate excitement in the learning process, (4) encourage and develop creative thinking processes, (5) help students to be able to see in different perspectives, (6) raise awareness of the need to change, and (7) strengthen self-awareness. However, the weakness of this experiential learning model is the allocation of time for learning which takes a relatively long time.

RESEARCH METHODS

This research approach is a quantitative approach, namely research on data collected and expressed in the form of numbers, although it is also in the form of qualitative data to support it, such as words or sentences arranged in questionnaires, sentences resulting from consultations or interviews between researchers and informants. Quantitative data is data in the form of numbers or qualitative data that is numbered. The qualitative data that is numbered, for example, is contained in the measurement scale (Sugiyono, 2017:7).

The method used in this research is ex post facto research. Expost facto research is based on the meaning of the word, namely "from what is done after the fact". So this research is referred to as post-event research. Therefore, this research can only be done when an event in which there are components of the independent variable and the dependent variable has occurred.

The research is a field study because the research only collects data, looks for facts, then explains the data, namely by collecting and compiling data. Furthermore, it is analyzed based on the analytical model that is taken and then interpreted based on the existing theoretical basis (Sugiyono, 2017: 46). Quantitative research, research that starts from theory to data, and ends with the acceptance or rejection of the hypothesis that is used as a way to solve the problem under investigation by describing or describing the state of the subject and object of research of people, institutions and society at the present time based on facts that seen or as it is. Researchers used quantitative methods to determine the effect of Experiental Learning Model and Learning Motivation on Mathematics Learning Outcomes Package B.

RESEARCH RESULTS AND DISCUSSION

a. Description of Research Results on Learning Motivation Variables

The results of the study were carried out so that a clear picture of the questions from the respondents could be obtained on the variables included in this study. This study was measured through a questionnaire consisting of 5 answers, where for positive questions a score of 5 was a very good score and a score of 1 was a very bad score, and vice versa for negative questions. From the statement, it was found that the highest score was 63 and the lowest score was 55, after being analyzed, the mean score was 59.55 and the standard deviation was 1.95.

To determine the number of class intervals using the formula 1+3,3logn. From the calculation obtained n = 20, so that obtained 5 class intervals.

The distribution of research data on the variables of mathematics learning motivation can be seen in table 4.1 below:

Table 2 Variable frequency of motivation to learn mathematics

Interval	Frekuensi (%)	Frekuensi Kumulatif	Frekuensi Kumulatif (%)
55-56	1	5	1,67
57-58	5	25	10
59-60	8	40	23,33
61-62	5	25	13,67
63-64	1	5	33,33
Amount	20	100	100

Based on table 4.1 above illustrates that the highest frequency distribution is in class 3 (40%) and the lowest frequency distribution is in class 1 and 5 (5%).

b. Math Learning Results

The number of learning outcomes instrument items consists of 8 questions with 4 answer choices. The score given if the answer is correct is 1 and if incorrect is 0. This means that the lowest ideal score is 0 and the highest ideal score is 8. After the validity test is carried out, the lowest score is 50 and the highest score is 87.5. From statistical calculations using Excel, the mean value = 73.125, Median = 75, Mode = 87.5 and Standard Deviation = 14.77. While the frequency distribution of learning outcomes can be seen in table 4.2.

Table 3 Distribution of Learning Outcomes Frequency

Interval	Frekuensi	Frekuensi (%)	Frekuensi Kumulatif	Frekuensi Kumulatif (%)
50-59	3	15	3	4,761905
60-69	5	25	8	12,69841
70-79	5	25	13	20,63492
80-89	6	30	19	30,15873
90-100	1	5	20	31,74603
Total	20	100	63	100

From these data, it can be seen that the scores that have the highest frequency are scores in the 80-89 interval class 6 times. It was also found that as many as 8 (40%) learning residents were below the average score and 12 (60%) learning residents were above the average score, so it can be concluded that more than half of the students studying Package B Class Dulamayo were above the average score.

DISCUSSION OF RESEARCH RESULTS

Based on descriptive data analysis, the average score (mean) before Treatment (Pretest) was 41.25 while after Treatment (Posttest) was 73.125. With these data, it shows that the average value (mean) of the Post-test is greater than the average value (mean) of the Pre-test (Before Treatment). From the results of the analysis of the normality test data, it can be seen that the data are normally distributed with the acquisition of Xcount (1.7633) <Table Value (5.9914), with a significance level > 0.05, it can be concluded that the data is normally distributed. While the homogeneity test obtained a significance value of 1.09. So with a significance level value > 0.05 (2.168), then the data has the same variance value.

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The results of the t test, obtained a t value of 19.575, with a degree of freedom of 95% or = 5% (2.093), then Ha is accepted, which means that there is the effect of Experiental Learning on learning motivation. It can be concluded based on the analysis above, that the Experiental Learning Model has an effect on learning motivation, this is also in line with the objectives of the Experiental Learning model where, this learning model is not centered on values but how students understand the material being studied so that the material obtained can be applied. later. This is also in line with the theory of learning motivation (Surya, 2018: 26) which states that students will have learning motivation if they already know what to learn, the benefits of studying the material, the relationship between subject matter and daily life and how to learn it.\

In the t-test on learning outcomes and learning motivation that there is an influence between pretest and posttest on mathematics subjects, it can be concluded that after the Experiental Learning learning model has been carried out, there is an effect of the model on the results which is in accordance with the t-count value of 8.17758 which is larger than t-table. This is in line with the results of the t-test on the Learning Motivation questionnaire, both the

questionnaire distributed before treatment and after treatment which shows a t-count value of 19.575, from the analysis above that it is true that it is true that there is an effect of Experiental Learning Model and Learning Motivation on the Learning Outcomes seen. of the value of the second Post-test. Good post-test on motivation questionnaire and learning outcomes.

CONLUSION

Based on the results of data analysis and hypothesis testing, several conclusions can be drawn in this study as follows:

1. The Experiental Learning Model has an effect on the Mathematics Learning Outcomes of Package B Students at SPNF SKB Limboto.
2. The Experiental Learning model has an effect on learning motivation, this is also in line with the objectives of the Experiental Learning model where, this learning model is not centered on values but how students understand the material being studied so that the material obtained can be applied later.
3. Experiental Learning learning model that the influence of the model on learning outcomes. It is true that it is true that there is an effect of the Experiental Learning Model and Learning Motivation on Learning Outcomes as seen from the Post-test scores. Good post-test on motivation questionnaire and learning outcomes.

So it can be concluded that experiential learning and learning motivation have an influence on learning outcomes. This can be stated based on testing the data in the research results.

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