

The Effect of On Board Picture Stories Learning Model and Achievement Motivation on Improvement of Learning Achievement in History Class X Man 1 Malang

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Abstract: *This study aimed to investigate the effect of on board picture stories learning model and achievement motivation on improvement of learning achievement in history class X MAN 1 Malang. The design of this study was quasi experiment. It consisted of the experimental group and the control group. They were divided into two groups: high motivation and low motivation group. The experimental group was on board picture stories model and the control group was the guided discussion model. The study population was students of class X MAN 1 Malang spread over 3 parallel classes which consisted of 108 students. The instrument of measurement in this study was questionnaire about motivation and learning achievement test. Data were analyzed by using statistical analysis of variance two lines. The results showed that: 1) teaching history by using on board picture Stories had significant effect on the results of studying history. From this research note that learners who learned by using the on board picture stories education outcomes were higher than students who learned by using guided discussion model. 2) The results of the factor analysis of the interaction between the class and the group demonstrated the value of $F_{count} = 1,69 < F_{table} = 3.96$. It can be concluded that there were no interaction between the learning model and achievement motivation on history learning outcomes. 3) Results of the analysis showed that on board picture stories had more effect on learning outcomes than guided discussion, for the students who had high achievement motivation. 4) The results of analysis $_{2counts} = 4.03 > Q_t = 3.85$, which meant that students who had high achievement motivation had higher historical learning achievement than students with low motivation either learn by using on board picture stories or guided discussion learning model.*

Keywords: *On board picture stories learning model, achievement motivation, and learning achievement*

I. Introduction

Teaching history problems that have been encountered in the field, is still dominated by the teacher (Teacher centered) and provide less opportunity for learners to express their idea according to their characteristics and competency standards subjects. In the reality studying history in school / madrasah tend to be conventional, monotonous and more eager to highlight the paradigm teacher centered, whereas learning paradigm has shifted towards student centered. Another problem is the problem of teacher's professionalism. Teaching history subject was dependent on lectures and storytelling methods and simply repeat the material in the book (Anggara, 2007: 102). Such methods of teaching history has made boring history lesson. Teacher did not give an emotional touch because students feel actively involved in the learning process. That is why the teaching of history in schools has been less than optimal. The lesson of history is as a very trivial trouble. Many educators are no educational background in history forced to teach history in schools (Haryono, 1995: 143). That is why students are less interested and motivated towards learning history and can lead to a fall in student learning outcomes. On the other hand history lesson is a lesson that places great emphasis on cognitive and affective aspects, so students has many activities during the learning process. Teachers are required to select and apply the history of learning methods that enable students more active in their learning. Students are no longer be used as an object, but the subject of the learning process, so that they feel important and highly motivated to follow the teaching and learning process. In connection with the foregoing, it is necessary that the implementation of a learning strategy were oriented to the liveliness of learners.

Cooperative learning is an instructional model that prioritizes students' groups who consciously and systematically develop mutual interaction grindstones, mutual love, and foster mutual. Cooperative learning is ruled by the constructivist theory. This learning comes from the concept that students can easily find and understand difficult concepts if they were in discussions with his friend. Students regularly work in groups to help each other solve complex problems (Ibrahim, 2000: 29) One cooperative learning model that can maximize collaboration of learners in the learning areas of the study of history is a learning model of learning Stories. Model on board picture stories is a learning method that uses images and paired or sorted into a logical sequence. Learning is characterized Active, Innovative, Creative, and Fun. Learning model on board picture stories rely on images as a medium of learning. These images become a major factor in the learning process.

Cooperative strategy On Board Picture Stories is chosen as the focus of this study because it is considered to increase the activity and achievements of learners through the system of cooperation and mutual help. Johnson (1991) states that the cooperative learning atmosphere produce better learning outcomes, positive relationships, and better psychological adjustment than a learning environment that is full of competition.

II. Method

The study population was all students of class X MAN 1 Malang spread over 3 parallel classes totaling 108 students. Sample selection is done randomly by lottery technique to the whole class X. The study will be conducted in February to the month of March 2015

Research variable used in this study will include:

1). Independent Variables are variables that affect changes or the emergence of the dependent variable. Independent variable in this study is the learning model on board picture stories that are used for classroom experiments and learning models guided discussion is used to control class. 2). Dependent was being affected or variables that become due for their independent variables. The dependent variable is a variable that depends on other variables (Nazir, 1983: 124). In this study, the dependent variable is the learning achievement. 3). Moderator variables are variables that affect (strengthening and weakening) between independent variables and the dependent variable. In this study, the moderator variables such as motivation to learn The instrument used in this study were: 1) Instrument Implementation namely learning device used in the experimental class and control class consists of a syllabus, lesson plan (RPP), Worksheet Learners (LKS) and observation sheets learning activities is used for class experiment. 2) Measuring Instruments which is an instrument in the form of measurement tool in research. Measurement instrument in this study was a questionnaire motivation and learning motivation questionnaire. Achievement tests aimed to determine the motivation of learners when history learning is conducted. Motivation questionnaire follow the lessons, it consist of 40 questions using Likert scale. Learning achievement test instruments was in the form of written tests. Tests Instrument was using items amounted to 35 multiple choice type questions.

Charging motivation questionnaire and Post test were held after being given treatment by applying the learning model On Board Picture Stories. Interest posttests were to determine the effect of the model of students' History learning achievement. This posttest matter was used for experimental class and control was the same as the cover the subject matter that has been given to the students during the study.

Before the first experimental study conducted field trials conducted to search for validity, reliability grain, grain level of difficulty, and the distinguishing point. Validity can be divided into content validity, construct validity and empirical validity. The content validity used a grating instrument in this study. A test has good content validity if the test is made up of items that represent all of the material being measured. The construct validity aimed to determine the construct validity. An instrument aimed to process a concept of the measured variable by the theoretical reviewers. The measurable construction undertaken was consisting of the formulation, determination of dimensions and indicators, the elaboration, and writing instruments grain item. The validity of empirical instruments used to test questions in this study consisted of a matter of choice type multiple questions. To test multiple validities selection used the instrument technique Point biserial difficulty level of knowledge by giving a score of 0 and 1, a, they used to give matter too difficult or too easy on item multiple-choice

The data used in this research is data achievement test scores to learn the history and motivation questionnaire. The steps taken to obtain the value as follows: 1) to analyze the value of daily tests on the subject of previous history, to determine the two groups have similar capabilities, 2) Providing different treatment of the two classes. Classroom learning experiment was using a model On Board Picture Stories being the control class discussions using the learning model of information, 3). At the last meeting of each material always do review the concepts learned 4). At the end of the learning experiment class and control class by learning achievement tests and completed questionnaires motivation. Data analysis was performed to give meaning. The data collected was from a research sample. Before the hypothesis testing, first it tested the data analysis that was a prerequisite Homogeneity. Normality testing meant to check if data obtained truly normally distributed and homogeneous and to determine statistical tests were used. Normality test aimed to determine whether the obtained data were normally distributed or not. The calculation of manual test for normality in this study was using a test Lilifors, it was arguing that the data obtained by a single data bit with the number of samples (Sugiono, 2011). Next is the homogeneity test, it is used to test variant completely homogeneous or not. If the groups were compared in the study had the same number of samples, the homogeneity test done by testing Harley comparing the largest variant with the smallest variant. Variance price of homogeneity test carried out at the initial stage of data analysis. This was done to ensure the assumption of homogeneity of each category of data proved or disproved. The hypothesis testing in this study used statistical techniques Variance Analysis Two Line. ANOVA two lanes are used to overcome the differences in the value of the dependent variable categorized by independent variables are many and each variable consists of several groups, Sugiono (2011) Analysis of this hypothesis will be using

SPSS 16. There was a difference of learning achievement between the experimental group and the control group, they were followed by Tukey's test to determine the effect of the application of the model which was applied to the second class, where the experimental class given model application On Board Picture Stories, and the control class given model application discussions guided.

III. Result And Discussion

The hypothesis testing in this study was conducted by analysis of variance and Tukey test two lanes. Hypothesis test results using ANOVA two-track summary data analysis hypothesis testing are presented in T ab el 1, for two lanes on the analysis of variance, and Tukey's test are presented in Table 2 below.

Table 1 Summary of Analysis of Variance Two Paths

source of Variation	dk	jk	Rk	fh	Ft (5%)	result
inter-group	3	2077.33	692.444	6,40	2.72	Different
In Group	80	8655.619	108.195			
between columns	1	1647.429	1647.43	15.23	3.96	Different
between rows	1	246.8571	246.857	2.28159	3.96	No Different
Interaction	1	183.0476	183.048	1.69183	3.96	No interaction
Total	83	4957.57				

Description:

dk = Degrees of freedom jk = Sum of squares Rk = Average squared

Table 2 Summary of Tukey Test Results

Interaction	Q-count	Q-table $\alpha(= 0.05)$
<i>On Board Picture Stories</i> with guided discussion	14.834	3.85
High Motivation with Low Motivation	4.03	3.85
High <i>On Board Picture Stories</i> motivation with High Guided Discussion motivation	10.49	3.85
Low <i>On Board Picture Stories</i> motivation with Low Guided Discussion motivation	3.04	3.85
High <i>On Board Picture Stories</i> motivation with Low <i>On Board Picture Stories</i> motivation	5.671	3.85
High motivation Guided discussion with Low Guided Discussion motivation	0.423	3.85
high <i>On Board Picture Stories</i> motivation with Low Guided Discussion motivation	10.92	3.85
Low <i>On Board Picture Stories</i> motivation with High motivation Guided Discussion	-4.8	3.85

From Table 1 and 2 it can be deduced to answer the hypothesis that has been proposed as follows. The first hypothesis is "influences of the learning model On Board Picture Stories compared learning model of guided discussion on learning outcomes of history". From Table 1 class had a factor obtained $F_{count} = 15, 23 > F_{table} = 3.96$, which means that there were significant differences in achievement between students learning history was to learn with On Board Picture Stories with learners who learned by guided discussion.

Tukey test in Table 2 obtained $1_{count} = 14.836$ Q value was greater than the Q_{table} at a significance level of 0.05 is 3.85. It means that the results of learning achievement of learners who studied history with the On Board Picture Stories higher than students who learned with guided discussion. It could be concluded that the On Board Picture Stories significant effect on the results of studying history.

The second hypothesis was "There were differences in history learning outcomes between students who had low learning motivation and students who had high motivation". Q obtained from Table 4.9 $2_{counts} = 4.03 > Q_t = 3.85$, which meant that students who had high achievement motivation from history learning achievement were higher than students with low motivation. $Q_{5counts} = 5.671 > Q_t = 3.85$, which meant that the learners' learning achievement who had history high achievement motivation and learning with On Board Picture Stories were higher than learners who underachievement low motivation. $Q_7 = 10.92064 > Q_t = 3.85$ which meant that students who had high motivation and learning by models On Board Picture Stories had higher history learning achievement than students with low motivation and learning with guided discussion learning model. It could be concluded that there were differences in learning outcomes in history subject between students who had low learning motivation with students who had high motivation either learn with On Board Picture Stories and learners who learned with guided discussion. The third hypothesis was "There was an interaction between the model On Board Picture Stories and motivation to the students' history learning outcomes". From Table 4.8 obtained in class and group interaction factor with a value of $F_{count} = 1, 69 < F_{table} = 3.96$, it could be concluded that there was no interaction between the learning model and achievement motivation on learning history achievement.

The effect of Board Picture Stories on history Learning Outcomes

The results of this study showed that teaching history using the On Board Picture Stories had significant effect on the results of studying history. From this research note that learners who learned history by using the On Board Picture Stories education outcomes were higher than students who learned history by using the model of guided discussion. The difference could be seen in their learning outcomes that learned history by using the On Board Picture Stories had higher value learning outcomes than students who learned history by using guided discussion model. The test results indicate that the On Board Picture Stories had significant effect on the results of studying history. There were differences in learning outcomes among students of history who learned history by using On Board Picture Stories with learners who learned history by using the model of guided discussion. Further testing of the analysis obtained $t_{count} = 14.836$ Q value was greater than the Q_{table} at a significance level of 0.05 is 3.85. History meant learning outcomes of learners who learned by On Board Picture Stories was higher than students who learn with guided discussion.

The effect of on board picture stories guided discussion compared to the history learning outcomes of students who have high motivation

The results of the analysis we found that the On Board Picture Stories had more influence on learning outcomes than discussion guided, for learners who have high achievement motivation. Learners who studied with On Board Picture Stories was higher value history learning outcomes than learners who learned by guided discussion. Differences in learning outcomes could be seen from students' participants were highly motivated to learn using the On Board Picture Stories. They had higher value learning outcomes than students who learned to use the model of guided discussion. In this study, it obtained the conclusion that the On Board Picture Stories had more influential than the guided discussion on students' history learning outcomes that had high motivation. Further test results obtained $t_{counts} = 10.49$ $Q > Q_t = 3.85$, which means that learners are highly motivated and learning with On Board Picture Stories, have a higher learning outcomes than students who learn with guided discussion. And analytical results $t_{counts} = 5.671$ $Q > Q_t = 3.85$ indicates that learners are highly motivated learners and On Board Picture Stories have higher learning outcomes of the students who have low motivation is low.

Differences of learners who have high motivation in history learning outcomes and students who have low motivation

The results of analysis $t_{counts} = 4.03$ $Q > Q_t = 3.85$ indicates that students who had high achievement motivation in historical learning achievement higher than students with low motivation either learn with *On Board Picture Stories* and learning with a model of guided discussion.

IV. Conclusion

Based on the results of research and discussion that had been described above, it could be concluded that: 1) teaching history which was using the on board picture stories had significant effect on the results of studying history. From this research note that learners who learned by using on board picture stories model, the learning outcomes were higher comparison than students who learned by using guided discussion model 2). On board picture stories had more effect on learning outcomes than discussion guided model. The students who had high achievement motivation study by using on board picture Stories. They have higher value history learning outcomes than students who learned with guided discussion 3) the results of analysis $t_{counts} = 4.03$ $Q > Q_t = 3.85$ showed that students who had high achievement motivation had higher historical learning achievement than students with low motivation either learn with on board picture stories or learning guided discussion model. 3) Students who had high achievement motivation had higher history learning achievement than students with low motivation who studied by using guided discussion learning model.

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