

# The Effect of Social Interaction Learning Model, Learning Motivation, Social Attitude on The Student Learning Result

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**Abstract---***The aim of this research is to test the difference of students learning outcome of Geographic subject taught with social inquiry learning model, social simulation and students' social investigation, social behavior, learning motivation of SMA in Aceh Province. The research methodology employed in his research was quasi-experimental with the design using a Non-equivalent Control Group Design method. The experimental class and the control of this research are selected randomly. The findings that there are no differences in student learning outcomes of Geography subject taught with social inquiry learning models, social simulation learning models and group investigative learning models. There are differences in the learning outcome of geography subject and different social attitude, which is a high social attitude and social attitude. There is an interaction between the learning model, social attitudes and learning motivation. There is an interaction between learning models and social attitudes. There is an interaction between learning model and learning motivation. The research on the application of social interaction learning model to improve learning motivation, social attitude, and students learning outcome at the geographic subject of SMA in Aceh Province, Indonesia.*

**Keywords---***Social, Learning Model, Learning Motivation, Geographic Subject*

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## I. Introduction

One of the tasks of education is to prepare our children and grandchildren to be ready in facing the future. Every preparation in facing the future, of course, there must be renewal and development carried out. Every development is always pursued in tune with the changing times. The development of the times always raises new challenges that we often cannot expect before. The education system becomes an inseparable part of social, cultural and community life as part of preparing the future itself.

Law number 20 of 2003 concerning the national education system states that national education functions to develop capabilities and shape the character and civilization of a dignified nation to educate the nation's life. Education aims to make students into people who believe and fear God Almighty, can think positively, critically and well, and can also behave politely, and have good character.

Quality resources are needed in every country because quality human resources can provide a change in a nation to become more advanced in terms of mastery of science and technology (Hutahayan, 2019). But it must also be accompanied by a good mental attitude and a good attitude. Therefore every country must improve the quality of its human resources, one of the ways is by improving the quality of the country's education system. Improving the quality of education can improve the quality of human resources as well and can encourage renewal and change to more advanced levels.

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Education is the learning of knowledge, training, and habits of a group of people that are obtained from one generation to the next through collection, training, or research (Hutahayan, 2019). Education often occurs under the guidance of others, but also allows self-taught. So Education is a process of ability with self-expertise that continues to develop continuously individually (Fernandes, 2017). This can be deduced from the knowledge that will continue to exist and will never be lost, as returned in the sense of education.

In an age that is increasingly advanced and growing rapidly at this time, where the need for quality human resources and competitive markets and competitive industries want to produce the best products and satisfy their consumers. One of the ways prepared by the government to get through this globalization era is through high school (SMA) education programs. Where High Schools (SMA) provide their readiness to guide and develop the potential of their students for the progress of the nation.

High school education is expected to improve students' abilities and optimize their potential, and prepare students to enter the workforce and become professional human beings. High school education is a form of secondary education unit that is organized to prepare students before entering college or higher education. High school education is one of the educational institutions responsible for creating human resources who have the ability, skills and expertise in the fields of science, technology, arts, and other fields so that graduates can take education to a higher level (Hakim, 2017) .

Teaching and learning is an educational activity. Educational values color the interactions that occur between the teacher and students. Teaching and learning activities carried out are expected to meet the desired goals beforehand. Previous research that has been done shows that the conventional learning process is the reason for the low geography learning outcomes of students in high schools.

Learning like this tends to use one-way communication, where students play a passive role in the classroom. While it is very important to understand the concepts in the teaching and learning process, many students only memorize the concepts and do not understand well the concepts taught. Even students are less able to determine the problem and formulate it. When talking about the learning process it feels quite disappointing when it is associated with students' understanding of the concept of the material being taught.

A conducive school environment can increase student motivation to improve their learning achievement. A conducive school environment that includes a good relationship between fellow students and the relationship between students and teachers, physical environment such as class size, temperature in the classroom, noise control, school cleanliness. A conducive school environment can affect student achievement. An unhealthy environment will make students feel stressed and ultimately reduce student motivation which ultimately affects their learning achievement (Fernandes, 2018).

One of the innovations to make changes in learning is the application of progressive innovative learning models that can develop and explore students' abilities well. The use of learning methods also affects the willingness of students to learn the material independently because of the curiosity arising from the learning process so that it is expected to optimize the potential of students. Learning TCL (Teacher-Centered Learning) at this time because this method is quite easy, does not take much time, and students only get theoretical material without practical.

This research is one of the few studies that examine learning to model especially geography. The problem that is often encountered in learning in formal education especially in the field of geography studies is the difficulty of students for students to capture the material provided. This can be seen from the student learning outcomes obtained which are quite alarming. This explains that the learning process is currently still focused on the teacher, and the difficulty of students to develop themselves.

Understanding concepts is an important learning process for students because understanding concepts can influence student attitudes in solving problems related to learning being taught. Therefore the learning process cannot only focus on

what is given by the teacher, but students must also be involved in the learning process. Uru must be able to determine what learning methods are good and can be applied to students so that students can easily capture the material provided.

The fact is that many students prefer the concept of memorizing the material that has been given and ultimately causes difficulties if they encounter problems in real life related to the material that has been given. According to Arends (1997: 53) educators always demand students to learn and rarely give lessons about how students learn, teachers also often require students to be able to solve problems without teaching how students should solve the problems they face. By searching for problem-solving by yourself will get an experience that will be remembered that way will get knowledge of itself how to solve the best problem.

One interesting innovation is the discovery of learning models that can develop and foster student understanding better than conventional learning models. From this latest model, it was also found that students tended to be more independent in gaining an understanding of the material provided. This innovation was obtained by scientists in discovering new knowledge.

Based on that reason, it is very important for teachers to understand the characteristics of the material, students, and learning methodology in the learning process related to the selection of suitable learning models applied to students. Thus the learning process will run better, innovative, creative in providing material to students and increase motivation and learning outcomes of students.

The average value of the National Examination (UAN) for social science majors (IPS) in Aceh Province over the past 5 years is still below the standard of 6 (six) where the subjects tested are Indonesian, English, mathematics, economics, Sociology, and Geography.

Over the past 7 years, the average UN score in Aceh province has increased but is still below the national average grade standard. Based on observations, some teachers in Aceh high schools still teach conventionally for Geography material. Students feel that this method of learning is boring and bit outdated because students tend to be more passive and only listen to the teacher's explanation. This is one reason why student learning outcomes are still low. Therefore the researcher will focus his research on the application of social interaction learning models to increase learning motivation, social attitudes, learning outcomes, and school environment of students on geographical subjects.

From the statement above it is known that the purpose of this study is to examine the differences in learning outcomes of the subjects of Geography taught by social inquiry learning models, social simulations and social investigations of students, social behavior, motivation to learn high school students in Aceh Province.

## **II. Literatur Review**

This conceptual framework needs to explain theoretically between independent and dependent variable. Research conceptual framework is a short illustration of the relationship of a concept with another concept which will be observed or illustrate the influence or relationship among an accident (another phenomenon). Learning design is a procedure that consists of steps, in which these steps consist of analyzing, designing, developing, applying and assessing learning outcomes (Seels and Richey, 1994: 33). This was also stated by Seels and Glasgow (1998: 1) learning design is the process of solving learning problems which is done by systematic analysis of learning conditions.

In determining the learning design and subjects that will be delivered, it should be noted that what is done by the designers is to create a conducive learning situation so that learning objectives can be achieved and students feel comfortable and motivated in the learning process. Students before and during learning can be influenced by various factors both physical and mental, such as fatigue, drowsiness, boredom, and boredom. Student learning motivation is needed in the world of education. When a student feels opiate in learning, then a teacher is very easy to direct the student.

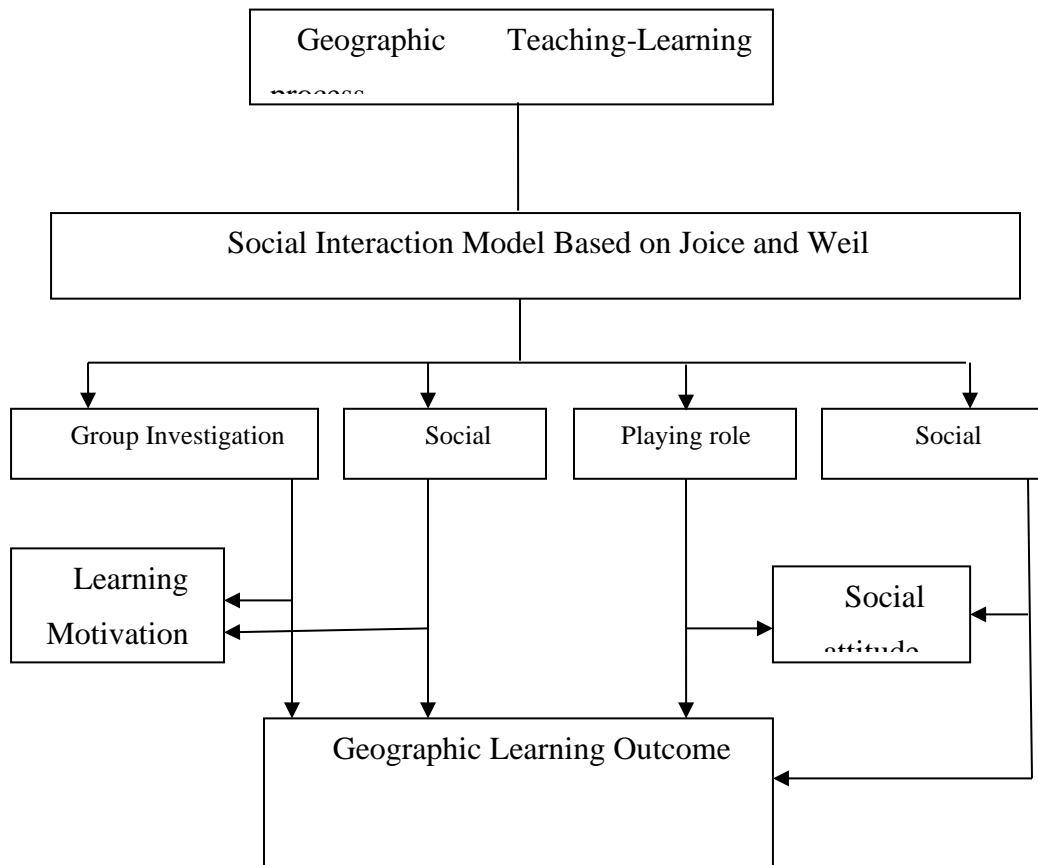


Figure 1 : Conceptual Framework

The use of appropriate methods will also affect the willingness of students to learn and search for more information because it is driven by the needs and curiosity that is expected to further optimize the potential of each student. Such conditions make teachers will no longer be the center of learning but, but will play a role as facilitators where students are given ample opportunities to be creative in mastering the material.

What is desired in terms of education in schools is a good, successful and smooth learning process. In the learning process, the main components are students and teachers. Learning that is only focused on the teacher when explaining, students can only be silent and listen is still widely applied today. Students become passive and do not have the motivation to know more. As a result, students become passive, student creativity does not develop optimally, students' critical thinking also cannot be channeled.

The development of learning models from time to time always changes. Traditional learning models are now being replaced by more modern models. The learning model that is now getting a lot of response is the cooperative learning model or cooperative learning.

Cooperative learning is intended to be able to change learning that is still teacher centered into student oriented orientation. Social Interaction is one of the cooperative learning models. This model emphasizes the existence of activities and interactions between students to motivate each other and help in mastering subject matter in order to achieve maximum learning outcomes Social interaction learning methods can help students understand and implement material that they can independently. Therefore this method helps students to be more active and creative in understanding the material and when working in a group with friends.

The social interaction learning model group is based on the Gestalt learning theory (Field-theory) which emphasizes harmonious relationships between individuals and society (learning to life together). This theory was pioneered by Max Wertheimer (1912: 78) together with Kurt Koffka and W. Kohler who held that certain objects or events would be seen as an organized whole. So the implication of this theory is that learning will be more meaningful if the material is given in its entirety rather than parts.

This model is based on the idea that cooperation is quite important in daily life. This model group emphasizes the relationship of an individual in working with other individuals and with other groups. Therefore it is important to increase the ability of individuals to work together with others so that life can run smoothly and can work effectively, well and productively in the community.

Although this model group prioritizes social relations as human beings rather than other factors, leaders also provide direction and understanding of the importance of academic study in life. Learning methods classified as a group are learning models of group investigations, social investigations, role plays, and social simulations.

The use of innovative teaching models is expected to increase students' motivation in learning. Motivation is an important factor in improving learning achievement. The existence of high motivation in learning will lead to good learning outcomes. According to Sardiman (2010: 90) motivation is a psychological factor that is non-intellectual. His distinctive role is in terms of growing passion so that students feel happy and passion for learning.

The campus environment is an environment where students go through the process of learning and doing activities. Understanding the work environment can provide a common definition of understanding the campus environment. Sihombing (2004) states that: "The work environment is factors outside of humans both physical and non-physical in an organization. Physical factors include work equipment, temperature at work, crowding and density, noise, work space area while non-physical includes work relationships formed in the company between superiors and subordinates and between fellow employees".

The physical work environment affects a person's enthusiasm and motivation. Sarwono stated that "sometimes an increase in temperature results in an increase in work performance but sometimes even a decrease". According to Sarwono (1992) an increase in temperature at a certain level raises arousal which stimulates work performance but after passing a certain threshold temperature has begun to disrupt body temperature which results in disruption of work performance as well.

Another important factor influencing student geography learning outcomes besides motivation is attitude. Attitudes, motivations, and perceptions are 3 things that take precedence in this opinion. This relationship can take place both ways or influence each other. Attitudes can be influenced by one's motivation and perception of a particular object or state or vice versa one's motivation and perception is influenced by one's attitude towards a particular object or state.

Within the framework of this concept it is necessary to explain theoretically between the independent variable and the dependent variable. The research conceptual framework is a concise description of the relationship of a concept to other concepts that will be examined or illustrate the influence or relationship between one event (another phenomenon). Teachers are the main factor influencing the education system. The teacher plays a major role in the overall education process, where teaching is guiding student work activities. In the teaching and learning process teachers must be able to design innovative learning models, so students have an interest in learning.

To be varied, a teacher must be able to determine what learning model is right for their students. The learning model is not only centered on students getting knowledge, but also how students can communicate well, how students can develop their creativity as well, and can socialize well too. This output is expected to be produced later.

### III. Methodology

The research method used in this study is Quasi Experiment with design using the Non-equivalent Control Group Design method. Subjects in this study were 344 grade XI high school students in Aceh Province. The data analysis technique of this study used a variance analysis technique (ANAVA).

The experiment, control, and sample selection were randomly selected by the researcher. The research design used is as in table 1.

Table 1. Research Design

		Factor A/B					
		A <sub>1</sub>		A <sub>2</sub>		A <sub>3</sub>	
		B <sub>1</sub>	B <sub>2</sub>	B <sub>1</sub>	B <sub>2</sub>	B <sub>1</sub>	B <sub>2</sub>
C <sub>1</sub>	D <sub>1</sub>	A <sub>1</sub> B <sub>1</sub> C <sub>1</sub> D <sub>1</sub>	A <sub>1</sub> B <sub>2</sub> C <sub>1</sub> D <sub>1</sub>	A <sub>2</sub> B <sub>1</sub> C <sub>1</sub> D <sub>1</sub>	A <sub>2</sub> B <sub>2</sub> C <sub>1</sub> D <sub>1</sub>	A <sub>3</sub> B <sub>1</sub> C <sub>1</sub> D <sub>1</sub>	A <sub>3</sub> B <sub>2</sub> C <sub>1</sub> D <sub>1</sub>
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Description

A = Social Interaction Learning Model

B = Social behavior

C = Learning Motivation

A<sub>1</sub> = Social inquiry learning model

A<sub>2</sub> = Social simulation learning model

A<sub>3</sub> = Group investigation learning model

B<sub>1</sub> = High social attitude

B<sub>2</sub> = Low Social attitude

C<sub>1</sub> = High learning motivation

C<sub>2</sub> = Low learning motivation

D<sub>1</sub> = Good facilities

D<sub>2</sub> = Poor facilities

That experimental design selection is based on the consideration that the design relies on several factors which influence internal validity. Internal validity refers to the definition of whether the experimental result really acts as a cause of treatment and is not caused by other factors influence. Other than internal validity, external validity is also needed to be paid attention Based on Mason and Bramble, external validity refers to the definition to what extent the research result can be generalized.

The research subjects used in this study were high school students in Aceh Province. There are a total of 344 Senior High Schools in Aceh Province. The study was conducted at SMAN 1 for eastern Aceh, at SMAN 8 for central Aceh, SMAN 1

Calang for southern Aceh, SMAN 1 Gunung Meriah for southern Aceh. SMAN 1 Kotacane for Aceh City, and SMAN 4 Banda Aceh for research conducted in the provincial capital of Aceh. The study used 3 study groups from each school. Analysis of the data used is inferencing analysis using analysis of variance (ANAVA)

#### IV. Result and Discussion

Hypothesis testing of the first, second, and third research is conducted by using three-way variance analysis. The data used to conduct this hypothesis testing is as in table below:

Table 3. The Summary Result of Three-way Anava Calculation

Sumber Variasi	db	JK	RJK	Fh	F <sub>tabel</sub>
					( $\alpha$ =0.05)
Faktor A	2	748.96	374.48	1.93	3.02
Faktor B	1	2572.69	2572.69	13.26	3.86
Faktor C	1	9524.33	9524.33	49.09	3.86
Faktor D	1	2626.50	2626.50	13.54	3.86
Interaksi AB	2	1715.11	857.33	4.42	3.02
Interaksi AC	2	2518.56	1259.28	6.49	3.02
Interaksi BC	1	4676.36	4676.36	24.11	3.86
Interaksi CD	1	3571.21	3571.21	18.41	3.86
Interaksi ABC	2	6216.24	3108.12	16.02	3.02
Seluruh kelompok	13	34169.96	2628.46	13.55	1.81
Dalam kelompok	468	90789.34	193.99	-	-
Total direduksi	455	56619.38	-	-	-

The Difference of Geographic Learning Outcome taught by the learning model of social inquiry, social simulation and group investigation.

Based on the analysis that has been done previously known value the value of  $F_{count} = 1.93$ , while the value of  $T_{table} = 3.02$  for dk (2.468) and significance level = 0.05 It can be concluded as a significant learning model of learning outcomes. Where the Geographic learning outcomes by applying the social inquiry learning model gets an average value of 59.50. For the social simulation learning model an average value of 57.20. And finally for the group investigation learning model received an average value of 59.40.

One example of a social interaction learning model is discussion. Here students are required to be able to work alone by discussing with friends in order to get the answers or problems that are desired. This is contrary to Newcomb (1985) who discusses social interactions that occur through the process of communication, norms, and personal debates in talking about something. Social talk also asks students to find out for themselves about problem solving and answer the questions needed. With social interaction students will become more active, creative, and critical because they do independent learning but still remain under the supervision of the teacher.

The differences in student learning outcome of Geographic subject with different social attitudes

Based on the analysis that has been done previously known value the value of  $F_{count} = 13.26$ , while the value of  $F_{table} = 3.86$  for dk (1.468) and the real level = 0.05. It can be concluded that social attitudes significantly influence student learning outcomes. Social attitude here can be interpreted simply by the words, the attitude of students when interacting, compliance with regulations and others.

Aunurrahman (2011) explains the compilation that starts learning there students who tend to translate and their attitude towards learning itself. Here the role of the teacher is needed, compilation of students must show some likes or dislikes (certain examples) the teacher must be able to follow up so that the learning process can continue smoothly. When students with high social involvement in learning, here can be seen by students currently developing related material that is developed. This is consistent with the results of research by Sobur (2003) who assess socially related to a person's consideration of other individuals outside himself.

The differences in students learning outcomes of geographic subject with different learning motivations.

Based on the analysis that has been done previously known value the value of  $F_{count} = 49.09$  while the value of  $F_{table} = 3.86$  for dk (1.468) and the real level = 0.05. It can be concluded that learning motivation affects learning outcomes. Naturally, because learning motivation is a sense of encouraging students to want to learn voluntarily. Students with high motivation will certainly see the difference with students with low motivation. In accordance with the results of Djamarah (2008) that learning motivation as an action stimulant

Students with high learning motivation tend to be more active, more independent in problem solving, and more confident in expressing their opinions. conversely students with low learning motivation tend to be more passive, less like learning independently, and would rather wait for their teacher to provide new material than if they had to find the answers themselves.

### **The Differences in learning outcomes Geography of students with different learning motivations**

Based on the three-way anova calculation as shown in Table 4.21 sources of variation D show the value of  $F_{count} = 13.54$  while the value of  $F_{table} = 3.86$  for dk (1.468) and the real level  $\alpha = 0.05$ . Thus it can be concluded that there are differences in student learning outcomes Geography with different different school environments, namely complete facilities (D1) and incomplete facilities (D2). This is understandable because learning environment is one of the factors that play a role in encouraging students to do learning activities. The better the environment at school, the more comfortable it is for students to learn, if students are comfortable learning, the easier it will be to get good learning outcomes.

Complete facilities can be supported by the availability of good learning needs ranging from facilities and infrastructure, guaranteed cleanliness of the school environment and good air around the school. Environments such as those mentioned can encourage students to get better grades. Conversely, if the school environment with unfavorable air and temperature will also reduce student interest in learning, if that happens it will reduce the value of student learning outcomes as well.

Interaction between learning models, social attitudes and learning motivation

Based on the analysis that has been done previously known value the value of  $F_{count} = 16.02$  while the  $F_{table}$  value = 3.02 for dk (2.468) and the real level = 0.05. It can be concluded that between the learning model variables (A), social attitudes (B) and learning motivation (C) there are interactions among the three. Teachers are required to improve the quality of learning in the classroom, teachers are also required to understand every characteristic of their students in understanding the material, teachers are also required to be able to execute well what kind of learning models are good for students if based on the characteristics of social attitudes and learning motivation of students.



Kusumaningrum's research (2012) shows that learning models influence student learning motivation. If the teacher is good at delivering the material, if the teacher is fun, of course it will foster learning motivation for students to make their teacher proud by achieving the best results.

#### Interaction between learning models and social attitudes

Based on the analysis that has been done previously known value the value of  $F_{\text{count}} = 4.42$  while the value of  $F_{\text{table}} = 3.02$  for dk (2,468) and the real level = 0.05. It can be concluded that there is an interaction between the learning model (A) and social attitude (B). Each teacher is required to be able to provide a learning model that is suitable for their students, because each student has different characteristics and a different understanding in this case, namely the social attitude of students.

Actually there are a lot of learning models, but one of them used in this research variable is the social interaction learning model. The social learning model focuses more students on getting answers and solving problems independently.

The results of this study are in accordance with Istikomah, Hendrato, and Bambang (2010) who state that the group investigation learning model is better used if it wants to foster students' critical and scientific attitudes.

#### Interaction between learning models and learning motivation.

Based on the analysis that has been done previously known value the value of  $F_{\text{count}} = 6.49$  while the value of  $F_{\text{table}} = 3.02$  for dk (2,468) and the real level = 0.05. Learning method is one of the means for students to get material or science. Therefore learning methods such as what students need, appropriate learning methods for each student must be known by the teacher in order to get the desired results.

The teacher must understand what kind of learning model is appropriate for his students but also must design a learning model that will be carried out. The method of social interaction is very suitable for students with high learning motivation because they would prefer to express their opinions while for children who have low motivation this method is felt to be less suitable.

Students with high learning motivation will find it easier to capture the material provided. Because this kind of student tends to prefer new things and anything that smells of challenges. Whereas students with low motivation dislike challenging activities and new things, this type of student prefers to get direct material provided by his teacher. Therefore, the interaction between motivation and learning models can hopefully help the teacher to determine what kind of model is appropriate for students to apply.

The findings of this study are in accordance with previous studies, namely by Lestari (2013), the results showed that there is a significant influence between learning models with student motivation.

#### Interaction between social attitudes and learning motivation.

Based on the analysis that has been done previously known value the value of  $F_{\text{count}} = 4.11$  while the value of  $F_{\text{table}} = 3.86$  for dk (1,468) and the real level of 0.05. It can be concluded that between social attitudes (B) and motivation to learn (C) there are interactions between the two. Each student has different social motivations and attitudes characteristic of each person, and can not be equated. The motivation of each student is different and therefore the use of learning methods is also very important if you want maximum results. According to Sardiman (2003), learning motivation is a motivator for students to want to learn and understand until they truly understand the material being taught.

Each student basically has different characteristics of social attitudes and motivation to learn so that with different characteristics result in the acquisition of different learning outcomes. According to Sardiman (2011) learning motivation can be said to be the overall driving force within students that gives rise to learning activities, and provides direction for learning activities so that desired goals can be achieved. Students with high social attitudes easily express their opinions and

are easy to get along with other friends while students with low social attitudes are quite difficult to express their opinions if of their own volition and also difficult to get along.

Student motivation can grow if the teacher always gives confidence and motivation to students, in harmony with their social attitudes as well. The teacher also always engages students in each lesson providing opportunities for students to find answers or solve their own problems. Students must also be given the courage to express their opinions in front of many people, because this can foster motivation and good social attitudes both students want to learn, and in order to get the desired results.

### **The interaction between learning motivation and the school environment**

Based on three line anova calculations as shown in Table 4.21 sources of variation of the CD shows the value of  $F_{count} = 18.41$  while the value of  $F_{table} = 3.86$  for dk (1.468) and the real level  $\alpha = 0.05$ . Thus it can be concluded that there is an interaction between student motivation (C) with the school environment (D). Each student basically has a different learning motivation so that with different characteristics result in the acquisition of different learning outcomes. According to Sardiman (2011) learning motivation can be said to be the overall driving force within students that gives rise to learning activities, and gives direction to learning activities so that desired goals can be achieved.

But motivation can also be supported by the presence of complete facilities, facilities and infrastructure. The more complete the facilities owned by the school will encourage student learning motivation to get good grades.

### **Implication**

In applying learning Geography material, a teacher must also be able to apply other learning methods from social interaction learning methods. With the expectation that students will learn well, while the teacher must also pay attention to the social spirit of the students and how to communicate with the students, if it feels like this learning method is not suitable for students, the teacher should look for other learning methods. In order for students to learn well and have good results, a teacher must be able to foster motivation and make students more active and participatory. Teachers and students should also create a good school environment, if you already have a good school environment it would be nice if the environment and environment like that continue to be maintained so that the learning process can also run well.

School facilities should also be improved for the better, as a consequence of producing students in learning, teachers especially the school should stimulate student learning motivation by improving school facilities owned.

## **V. Conclusion and Suggestion**

There is an interaction between the learning model (A), social attitudes (B) and learning motivation (C). There is an interaction between learning models (A) and social attitudes (B). There is an interaction between learning model (A) and learning motivation (C). There is an interaction between learning model (A) and learning motivation (C). There is an interaction between learning motivation (C) and the school environment (D). Improving facilities in schools is also important so that students are more comfortable to learn.

Based on the research that has been done, the advice that can be given is that the teacher should apply other learning methods except the method of learning social interaction, the teacher should also always show a cheerful and friendly face in front of his students at least not to show a face that is harsh and bitter because students tend to be difficult to understand the material if it's like that. Also intersperse with a few jokes so students are not tense and better accept the material. They consider differences in social attitudes by providing stimuli to students so students can respond to these stimuli so that social attitudes are well formed. Improving facilities in schools is also important so that students are more comfortable to learn.

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