

The Effect Of The Application Of The Portfolio Learning Model On Student Learning Outcomes In PKn Lessons

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Abstract

This study uses a quantitative approach through correlation techniques and survey methods. The population of this study was all fourth grade students of SD Negeri Gudang, Tigaraksa District, Tangerang Regency with a sample of 33 students obtained through random sampling and inferential analysis techniques. The data analyzed in this study is descriptive analysis, which describes the characteristics of the data on each variable consisting of the lowest, highest, mean, median, mode and standard deviation, while inferential analysis includes regression analysis, simple analysis and correlation coefficient. From the analysis, it was found that the portfolio learning model had a significant effect on student learning outcomes in Civics subjects with the subject matter of Indonesian Cultural Diversity for class IV SD Negeri Gudang. This is based on the results of the calculation of the t- test analysis, where there is a difference in the value of the value of tCount with tTable. Where $t_{\text{Count}} > t_{\text{Table}}$ value or $0,525 > 0,344$. With the calculated results, it is known that the coefficient of determination (R Square) is 0.276. R Square value of 0.276. The magnitude of the correlation coefficient is 0.276 or equal to 27.6%. This figure means that Variable X has an effect on Variable Y by 27.6%. Thus, it can be concluded that the contribution of the application of the Portfolio Learning Model to the Grade IV Civics Subject Values at SD Negeri Gudang is only 27.6% or has a low effect, while the rest ($100\% - 27.6\% = 72.4\%$) is influenced by other variables in outside Variables not examined.

Keywords: civics subjects, learning outcomes, portfolio learning model.

1 INTRODUCTION

Some elementary school teachers have difficulty in developing an appropriate learning model for a subject, because this elementary school adopts a classroom teacher system while teachers are required to pursue quite a lot of material targets and must be completed each semester. For example, in PKn, teachers need to develop many learning resources, methods, learning models and media. In the implementation of Civics learning, the Civics learning process which still uses conventional learning models, students tend to be passive or it is more accurate to say that learning is centered on the teacher with the lecture method. Finally, all of this causes the achievement of student learning outcomes which include cognitive, affective, and psychomotor less than the Kriteria Ketuntasan Minimal (KKM) that have been determined.

The purpose of this study was to obtain empirical data about the effect of the application of the portfolio learning model on student learning outcomes in the subject of Civics on Indonesian Cultural Diversity Materials for fourth grade students of SD Negeri Gudang Tigaraksa District, Tangerang Regency. The portfolio learning model is a learning model that in its application contains democratic values, is able to develop all three aspects of student abilities (cognitive, affective, and psychomotor), but has not been tested for its application to student learning outcomes in Civics subjects in fourth grade students in SD Negeri Gudang. Tigaraksa District, Tangerang Regency.

2 RESEARCH METHODS

This study uses a quantitative method with a correlation study approach. The research design used in this study is correlational or correlational research, which is a study to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables so that there is no variable manipulation (Faenkel & Wallen, 2008). Correlational research uses instruments to determine whether there is a quantifiable relationship between two or more variables.

In this study there are two variables, namely the independent variable and the dependent variable.

- a. Independent Variable (Variable X) is a variable that affects or is the cause of the change or the emergence of the dependent variable. In this study the independent variable is the portfolio learning model
- b. Dependent Variable (Variable Y) is a variable that is influenced or which is the result of the existence of an independent variable. In this study the dependent variable is student learning outcomes.

3 RESULT AND DISCUSSION

Sebelum menuliskan judul hasil dan pembahasan, berikan jarak 2 spasi baris 10pt. Hasil penelitian merupakan uraian berdasarkan jenis-jenis data yang dikumpulkan menurut metode penelitian. Hasil dan pembahasan harus bersesuaian.

3.1 Result

3.1.1 Variabel Independen (Variabel X)

In the implementation of this study, students were given Civics subject matter using a portfolio learning model. After that, a diagnostic questionnaire on the application of the portfolio learning model was distributed to all students with the aim of knowing the extent of students' understanding of the application of the portfolio learning model. Based on the research instrument, 15 questionnaire items were used by researchers to obtain data in this study. Normality test is a test carried out with the aim of assessing the distribution of data in a group of data or variables, whether the distribution of the data is normally distributed or not.

In this case, the test used was taken from Shapiro Wilk, because the number of samples studied was less than 50. The results of the normality test for Variable X on 33 students obtained the following results:

Tabel. 4.3 Results of the Normality Test for Variable X Using the Shapiro Wilk Test
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	d f	Sig.	Statistic	d f	Sig.
NilaiVarX	,200	33	,002	,929	33	,034

From the table above you can see that the value of Sig. Variable X = 0.034 (0.034 > 0.05). It means from the analysis of the above data it can be concluded that Variable X data distributed normally or worthy to be used to calculate Parametric Statistical Tests.

3.1.2 Variabel Dependen (Variabel Y)

In the implementation of this research, give test questions with the aim of knowing the extent to which students are able after being given. Based on the research instrument, 20 test items were used by researchers to obtain data in this study.

In this case, the test used was taken from Shapiro Wilk, because the number of samples studied was less than 50. The results of the Y Variable normality test for 33 students obtained the following results:

Tabel 2. Results of the Normality Test for Variable Y Using the Shapiro Wilk Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	d f	Sig.	Statistic	d f	Sig.
NilaiVar Y	,177	33	,01 0	,933	33	,044

From the table above, it can be seen that the value of Sig. Variable Y = 0.044 ($0.044 > 0.05$). This means that from the analysis of the data above, it can be concluded that the data of Variable Y is normally distributed or suitable to be used to find the calculation of the Parametric Statistics Test.

Linearity test based on the value of F, using SPSS 22, then the results are obtained as below:

Tabel 3. Linearity Test Results for Variable X and Variable Y

ANOVA Table							
			Sum of Square s	d f	Mea n Squar e	F	Sig .
HasilBelajar *	Between	(Combined Linearity Deviation from Linearity	1186,937	8	148,367	1,582	,183
PenerapanMP P	) Groups		947,884	1	947,884	10,107	,004
			239,053	7	34,150	,364	,914
Within Groups			2250,942	24	93,789		
Total			3437,879	32			

From the output above, it is obtained that the value of FCount = 0.364 and the value of FTable = 2.42. The value of the FT Table is based on the distribution of the F0.05 value or the Deviation from Linearity formula (df) (Attached Table). The FCount = 0.364

< FTable = 2.42, meaning that the FCount < FTable value, then there is a significant linear relationship between Variable X and Variable Y.

The results of testing the product moment correlation (Pearson Correlations) against the hypothesis obtained results as shown in the table below:

Tabel 4. Product Moment Correlation Test Results from Pearson

Correlations			
		PenerapanMPP	HasilBelajar
Penerapan MPP	Pearson	1	,525*
	Correlation		
	Sig. (2-tailed)		,002
	N	33	33
HasilBelajar	Pearson		1
	Correlation	,525**	
	Sig. (2-tailed)	,002	
	N	33	33

From the test results above, it is obtained that $r_{\text{Count}} = 0.525 > r_{\text{Table}} = 0.344$, the coefficient of intervention $r_{\text{Count}} = 0.525$, which is a fairly strong relationship. So the initial hypothesis is accepted, meaning that the relationship is positive or Pearson Correlations in this analysis are positive, meaning that based on the two tables above, it can be concluded that there is a positive relationship with the level of a fairly strong relationship between the Application of the Portfolio Learning Model and Student Learning Outcomes.

After fulfilling the above requirements that the hypothesis (H_0) is accepted, then the significance test is carried out with the Coefficient of Determination test (R Square or R Square) symbolized by " R^2 " which means the contribution of the influence given by Variable X to Variable Y, or in other words, the value of the coefficient of determination is useful for predicting and seeing how much of the contribution of the influence given by Variable X to Variable Y.

Tabel. 4.8 Coefficient of Determination Test Results (R Square)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,525 _a	,276	,252	8,96228

Based on the SPSS "Model Summary" Output Table above, it is known that the coefficient of determination (R Square) is 0.276. The value of R Square of 0.276 comes from squaring the correlation coefficient value, namely $0.525 \times 0.525 = 0.276$. The magnitude of the correlation coefficient is 0.276 or equal to 27.6%. This figure means that Variable X has an effect on Variable Y by 27.6%. While the rest ($100\% - 27.6\% = 72.4\%$) is influenced by other variables outside the variables not examined.

3.2 Discussion

In general, this study aims to determine whether there is an influence and how much influence the application of the portfolio learning model has on student learning outcomes in Civics subjects in grade IV SD Negeri Gudang Tigaraksa District, Tangerang Regency. The results of the hypothesis test show that the application of the portfolio learning model has a significant effect on student learning outcomes in Civics subjects at SD Negeri Gudang on the subject matter of Indonesian cultural diversity. This is based on the results

of the calculation of the t-test analysis, where there is a difference in the value of the value of tCount with tTable. Where $t_{\text{Count}} > t_{\text{Table}}$ value or $0,525 > 0,344$.

Then calculate how much influence the value is 0.276, seeing that the value is included in the low category. Thus the Portfolio Learning Model has an influence on the Value Results of Civics Subjects for Class IV SD Negeri Gudang on the subject of Indonesian cultural diversity by 27.6%, while the rest ($100\% - 27.6\% = 72.4\%$) is influenced by other variables. outside the variables that are not studied.

4 CONCLUSION

The conclusions outlined below are answers to the formulation of the research problem, namely:

1. The portfolio learning model has a significant effect on student learning outcomes in Civics subjects with the subject matter of Indonesian Cultural Diversity for class IV SD Negeri Gudang. This is based on the results of the calculation of the t-test analysis, where there is a difference in the value of the value of tCount with tTable. Where $t_{\text{Count}} > t_{\text{Table}}$ value or $0,525 > 0,344$.
2. Based on the calculation results, it is known that the coefficient of determination (R Square) is 0.276. The value of R Square of 0.276 comes from squaring the correlation coefficient value, namely $0.525 \times 0.525 = 0.276$. The magnitude of the correlation coefficient is 0.276 or equal to 27.6%. This figure means that Variable X has an effect on Variable Y by 27.6%. Which means that the magnitude of the influence of the Portfolio Learning Model on the Values of Civics Subjects for Class IV SD Negeri Gudang is only 27.6% or has a low effect, while the rest ($100\% - 27.6\% = 72.4\%$) is influenced by other variables outside of the variable. which were not researched. Berikan 2 spasi baris 11pt di atas dari judul kesimpulan. Kesimpulan harus berisi konfirmasi masalah yang telah dianalisis di bagian hasil dan pembahasan. Kesimpulan tidak dibuat dalam penomoran. Tunjukkan bahwa kesimpulan bukan merupakan ulangan dari hasil penelitian tetapi awal dari lahirnya implikasi. Kami harap Anda menemukan informasi dalam template ini berguna untuk persiapan pengiriman tulisan Anda.

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