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The Influence of Learning Strategies, School Culture, Creativity Quotient, and Learning Motivation on Civics Learning Outcomes in Senior High School

Riza Desriandi

SMA Negeri 2 Pangkalan Koto Baru, Limapuluh Kota Regency - Indonesia
reza.de1971@gmail.com

Azwar Ananda, Syafri Anwar, Erianjoni, Maria Montesori

Doctoral Program of Education Science - Postgraduate School, Universitas Negeri Padang

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Abstract: *The main objective of this study was to empirically determine the factors that influence Civics learning outcomes, including the Effect of Learning Strategies on Civics learning outcomes, the Effect of School Culture on Civics learning outcomes, the Effect of Creativity Quotient on Civics learning outcomes, the Effect of Learning Motivation on Outcomes Civics learning, Effect of Learning Strategies on Civics learning outcomes, Effect of School Culture on Civics learning motivation, Effect of Creativity Quotient on Civics learning motivation. the model of the mixed method path analysis research method uses a structural equation, namely the causality of the dimensions of the influence of learning strategies (X_1), school culture (X_2), creativity quotient (X_3), and learning motivation (X_4) on student learning outcomes variables (Y), and strategy causality learning (X_1), school culture (X_2), creativity quotient (X_3), to student learning outcomes variable (Y), through learning motivation (X_4). The research population was all high school students who took civics courses in the Limapuluh Kota Regency, West Sumatra - Indonesia. Meanwhile, the sampling in this study used the Proportionate Stratified Random Sampling technique. According to that, this technique is used when the population has members/elements that are not homogeneous and proportionally stratified. In this study, the proportion of population members is based on class XI which is more focused on learning without being disturbed by final exams and entering a new school. Based on the data collected, the total sample size is 100. The sample is taken based on proportional random sampling, namely the sample is taken randomly from each school from class XI Semester 2.*

Keywords: *Learning Strategies, School Culture, Creativity Quotient, Learning Motivation, Learning Outcomes.*

INTRODUCTION

Character education through Citizenship Education (Civics) subjects involves knowledge or cognitive aspects, attitude, personality or affective aspects, and skills or psychomotor aspects. The knowledge aspect focuses on assessing student knowledge. This knowledge assessment is carried out by the teacher

to see the extent to which the level of achievement and mastery of students in the subjects followed is seen from the achievements of memory/memorization, understanding, application/application, analysis, synthesis, and evaluation (Kunandar, 2014). This cognitive aspect is the aspect most often used to get the value of student learning outcomes.

To get good learning outcomes, the factors that influence learning can be identified which can be grouped 2, namely: 1) Factors that come from outside the student. These factors are classified into 2 groups, namely: non-social factors and social factors in learning; and 2) Factors that come from within the student. These factors are classified into 2 groups, namely: Physiological or physical factors of individuals both innate and acquired in general and psychological factors in learning.

A conducive and enjoyable learning condition is expected to be able to make students learn because indirectly students will be motivated to be active in teaching and learning activities in class. Teaching and learning activities consist of components that work together to achieve learning objectives. These components include students, educators, subject matter, learning media or equipment, learning strategies and methods, evaluation or assessment results, learning environment, and classroom management (Iskandar, 2019). If all of these components can work together optimally, teaching and learning activities will run smoothly and it is hoped that student learning outcomes will be good and learning objectives will be achieved. Education is currently still experiencing various problems, and one of the problems that are close to this is student learning outcomes. To form students who have the desired competencies, a teaching and learning process is needed that can condition students and focus on the learning process in such a way that they can obtain optimal and maximum learning outcomes. This condition requires that student learning outcomes should always be optimal in civics education subjects, and educators can apply strategies that can improve student learning outcomes. The same as noble character education for students.

Good school culture is also one of the keys to optimal student learning outcomes. School culture is described as the quality of the school that continues to grow in school life. Developed based on the spirit and values contained in the school. In addition, it can be explained that the school's cultural customs are the external environment, parts, situations, feelings, nature, and the school season can effectively describe a good experience in the growth and development of intelligence, diligence, and student activities. The culture of the school environment can be reflected in the relationship between school principals, teachers, and other educational work staff, discipline, a sense of responsibility, rational thinking, motivation, study habits, and finding solutions to a problem (Huda & Abduh, 2021).

FINDING

Student Learning Outcomes

Learning is a process or effort made by each individual to get changes in behavior, both in the form of knowledge, skills, attitudes, and positive values as an experience from various materials that have been studied. learning can also be interpreted as all psychological activities carried out by each individual so that his behavior is different before and after learning. Changes in behavior or responses, due to new experiences, having intelligence/knowledge after learning and practicing activities. The meaning of learning is a process of changing one's personality where the change is in the form of improving the quality of behavior, such as increasing knowledge, skills, thinking, understanding, attitudes, and various other abilities. Learning is something that is processed and is a fundamental element in each level of education (Ahdar & Wardana, 2019).

Learning outcomes cannot be directly felt, but must go through a process of maximum cooperation from all components in PMB. Learning outcomes are determined through intellectual questions, emotional

questions, and spiritual questions (IQ, EQ, SQ). The three forms of goals above cannot be separated from each other, because the ability of a learner can be seen from the three aspects above that affect him. An educator and learner are required to be able to develop the three models of intelligence. Starting with intellectual intelligence, the results of PBM, first and foremost, are students' intellectual abilities, as well as educators who must have adequate ability to combine methods and strategies in learning (Djamaluddin et al, 2019). Learning outcomes are changes that students get after experiencing learning activities. The changes obtained depend on what is learned by students. The success of a person in the teaching and learning process is mostly measured by learning test measuring tools, which are given at the end of learning or the end of the semester. Learning outcomes can be produced by students depending on the learning process. Learning outcomes are students' abilities or achievements that students achieve after going through the teaching and learning process. Sudjana (2011) states that learning outcomes are abilities possessed by students after they receive their learning experience. indicators of learning outcomes in this study were verbal information, intellectual skills, cognitive strategies, motor skills, and attitudes.

Learning strategies

Kemp in Sanjaya (2008) argues that a learning strategy is a learning activity that must be carried out by education and students so that learning objectives can be achieved effectively and efficiently. Furthermore, quoting the thoughts of Sanjaya (2008) states that the learning strategy contains the meaning of planning. This means that the strategy is still conceptual about the decisions to be taken in the implementation of learning. The learning strategy is still conceptual and to implement it, certain learning methods are used. In other words, strategy is "a plan of operation achieving something" while method is "a way of achieving something" (Sanjaya, 2008).

From the above understanding, it can be concluded that: 1) The learning strategy is a plan of action/action that includes the use of methods and utilization of various resources/strengths in a lesson. This means that the formulation of a new strategy has not yet reached the process of preparing a work plan; 2) The strategy is structured to achieve certain goals, meaning here that the direction of all strategic planning decisions is to achieve goals, so that the preparation of learning steps, the use of various facilities and learning resources are all directed towards achieving goals. However, beforehand it is necessary to formulate a clear objective that can be measured for its success; and 3) a learning strategy is a plan implemented by educators to optimize the potential of students so that students are actively involved in learning activities and achieve the expected results.

School Culture

Schools are a means for the learning process to occur or can be said to be agents of change for society. Therefore, school management must be carried out as well as possible, especially in schools that are used as the foundation for building better student character (Bafadal, 2009). A good school is often called a quality or qualified school. In the era of globalization, quality is considered one of the tools for achieving competitive advantage, this is because quality is one of the main factors in fulfilling the desires/demands and needs of society (Hasbullah & Haritman, 2006).

School quality is the essence of school management by taking action to meet customer needs accompanied by increasing awareness. So school quality is the key to success in achieving competitive advantage. Various efforts have been made by the government to improve quality at all levels of education, but various indicators of education quality have not shown an equal increase. Therefore, steps and concrete actions are needed that must be improved by the school and the surrounding community.

The main task of the school is to help students discover, develop and build abilities that will enable them to be able to effectively carry out their individual and social tasks now and in the future. Improving the

quality of education places great emphasis on the importance of the role of schools as one of the main autonomous main actors as well as the role of parents and society in developing education. Schools need to be given the trust to regulate and manage themselves to achieve educational goals, one of which is by implementing a school culture (Admodiwirio, 1994).

Zamroni (2000) explains that school culture is dynamic, belongs to the collective, and is the result of the course of school history and the product of the interaction of various forces that enter the school. There is a need for an understanding of school culture in improving school quality. Through an understanding of school culture, the function of the school can be understood, various problems that occur can be identified, and by understanding the characteristics of school culture, real action can be taken to improve school quality. School culture is seen as the existence of a school that is formed from the results of mutual influence between factors, namely attitudes and beliefs, people who are at school and outside the school, and school cultural norms and the relationship between individuals in the school. School culture is a set of values that underlies behavior, traditions, daily habits, and symbols practiced by school principals, educators/teachers, education staff/administration officers, students, and the community around the school. School culture has characteristics, character or character and the image of the school in the wider community.

School culture must have a clear mission in creating a school culture that is challenging and fun, fair, creative, innovative, integrative, and dedicated to achieving the vision, producing graduates who are of high quality in their intellectual development. In addition, having the character of piety, honesty, creativity, being able to be a role model, working hard, being tolerant and capable of leading, and responding to challenges of the need for human resource development which plays a role in the development of science and technology and is based on IMTAK (Munzier, 2003).

As for the indicators of school culture as expressed by Saphier & King (1985), there are 13 indicators:

1. Loyalty of friends; helping each other.
2. Trial; can be an impetus for his friends to improve learning achievement.
3. Have a high sense of ideals; responsible for themselves to always improve the quality of learning and also learning achievement.
4. Reach knowledge; keep trying to find new knowledge and be able to find learning techniques that are by his characteristics.
5. Awards and recognition; give awards and recognition to outstanding students.
6. Respect others; Respect all school members who are essentially social beings.
7. Care; caring and kind to others
8. Keeping something that is considered important; protecting the good name of the school and family.
9. Maintaining traditions; keeping the traditions in the school.
10. Provide real support; get comfortable support from a comfortable school atmosphere to complete all assignments.
11. Decision-making process; can make decisions according to conditions.
12. Honest and open; uphold openness in the school environment.
13. Initiative; strive to continue to improve learning achievement.

Creativity Quotient

Putri et al (2019) quoted Marappodi explaining that the process of creative thinking can improve critical thinking skills which are useful for solving unusual problems, in addition to having creative ideas that can help individuals to understand with certainty, especially mathematical knowledge. The ability to think creatively can help to see problems in various ways and perspectives and can be used to assist in providing new ideas that are used to solve problems. Creative thinkers are generally thought to be involved with the creation or updating of ideas, processes, experiences, and objects and can also help to become successful where they can make reliable decisions. Creative thinking can also help grasp new knowledge quickly. So it can be concluded that creative thinking is needed by individuals in learning, especially in solving problems and generating ideas. Creative thinking can also help to achieve goals.

Creativity quotient (CQ) is an important competency that is highly related to one's future development innovation. The creative intelligence score is calculated with an ideal influence score and is derived from the influence factor and the flexibility of individual responses to the surrounding environment (Saengpanya, 2021). Creative people answer different questions by observing the environment whereas less creative people ask themselves. If seen creative thinking is inherent in every individual, and instructors need to be aware of how to encourage and foster creativity in activities. Most creative thinking goes through a long process and has been trained so that they have convergent thinking (delivering something in a structured way), with an initial emphasis on only one correct answer, not by giving examples using divergent thinking that leads to many alternative solutions. Critical and creative thinking forms the basis needed for problem-solving and design thinking processes so that people who carry out the problem-solving process are a general process to go through (Ankiewicz et al., 2001). So it can be concluded that the creativity quotient indicators include self-control (Control), origin and self-recognition (origin, ownership), reach (Reach), and endurance (Endurance).

Motivation to Learn

Etymologically the word motivation comes from the word motive which means encouragement, will, reason or will. Thus, motivation is the force that arouses and directs individual behavior. Motivation is not behavior, but a complex internal condition, and cannot be observed directly, but influences behavior. Interpretation of motivation based on behavior, both verbal and non-verbal (Mahfudl, 1990)

The term motivation comes from the word motive which can be interpreted as the power contained within the individual, which causes the individual to act or do. Motives cannot be observed directly but can be interpreted in their behavior, in the form of encouragement, or generating energy for the emergence of certain behavior (Isbandi, 1994) Motivation and Motives according to Burhani et al (2005) Motivation is a process to move motives into behavior/action to satisfy or achieve goals. While the motive is any condition or state in a person who is ready to start or continue a set of behavior. According to Sardiman (2007), The word "motive" is defined as the effort that encourages someone to do something. Motives can be said to be the driving force from within and within the subject to carry out certain activities to achieve a goal. Motive can even be interpreted as an internal condition (preparedness). Starting from the word "motive", motivation can be interpreted as a driving force that has become active. The motive becomes active when the goal is felt urgent. According to Mc. Donald, motivation is a change in energy within a person which is characterized by the appearance of "feeling" and is preceded by a response to a goal. Motivational indicators are: 1) Diligent in facing assignments on time; 2) Not quickly satisfied with the achievements achieved; 3) Doing the task yourself; 4) Don't get bored quickly with repeated questions; 5) No cheating; and 6) Happy to find and solve questions.

Hypothesis

The hypothesis proposed in this research framework is:

1. There is an influence of learning strategies on student learning outcomes.
2. There is an influence of school culture on student learning outcomes.
3. There is an influence of creativity quotient on student learning outcomes.
4. There is an influence of learning strategies on learning motivation.
5. There is an influence of school culture on learning motivation.
6. There is an influence of creativity quotient on learning motivation.
7. There is an influence of learning motivation on the performance of student learning outcomes.

Furthermore, the path analysis flow of thought uses a complete path model (full path diagram) see the diagram in Fig 4 below.

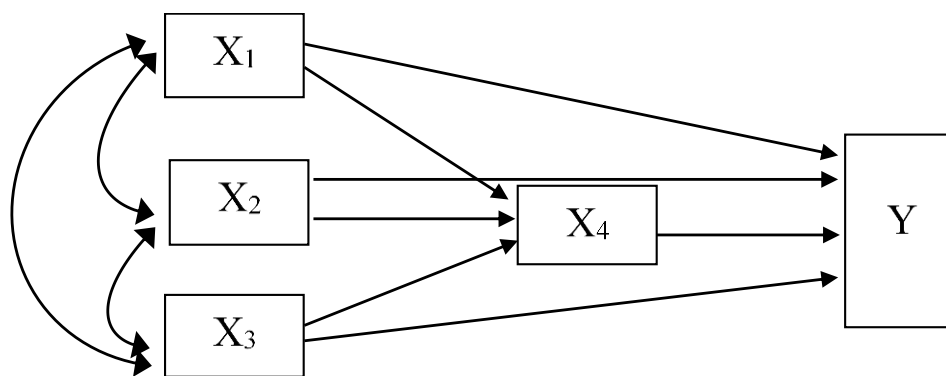


Figure 1. Analysis model of the influence of learning strategy variables (X_1), school culture (X_2), creativity quotient (X_3), and learning motivation (X_4) on student learning outcomes variable (Y).

Information:

X_1 = learning strategy

X_2 = school culture

X_3 = creativity quotient

X_4 = motivation to learn

Y = student learning outcomes

CONCLUSION

The technique in this literature review is used when the population has members/elements that are not homogeneous and proportionally stratified. In this study, the proportion of population members is based on class XI which is more focused on learning without being disturbed by final exams and entering a new school. Based on the data collected, the total sample size is 100. The sample is taken based on proportional random sampling, namely the sample is taken randomly from each school from class XI Semester 2.

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