THE EFFECT OF THE MEA MODEL AND LEARNING MOTIVATION ON STUDENT LEARNING OUTCOMES PPKN SUBJECTS AT SD

Eka Resti Barus\textsuperscript{1}
Universitas Negeri Medan
Email: ekarestibarus.04@gmail.com

Deny Setiawan\textsuperscript{2}
Universitas Negeri Medan

Daulat Saragi\textsuperscript{3}
Universitas Negeri Medan

Abstract

This study aims to determine: 1) The effect of the AEC learning model and the expository learning model on student learning outcomes, 2) The effect of learning motivation skills on student learning outcomes, 3) The interaction between learning models and learning motivation on student learning outcomes. This study used a quasi-experimental research method. The research was conducted from April to May 2021. The population of this study was 40-grade students of SDN 034799 DOLOKTOLONG and 40 students of LANCANG SDN who were randomly assigned by random sampling technique. The sample is class IVA as many as 20 students as the experimental class and class IVB as many as 20 students as the control class. The data collection technique used a learning motivation questionnaire and a learning outcome test. The data analysis technique used two-way analysis of variance. The results of the study are as follows: (1) There are differences in learning outcomes students who were taught with the MEA learning model with an average value of 88.00 higher than the learning outcomes of students taught by the expository learning model with an average of 76.841, the analysis of variance results show $F_{\text{count}}$ value of 21.192$> F_{\text{table}}$ value of 3.24 and a probability or significance value of 0.00 <0.05 so that $H_0$ is rejected; (2) There is a significant difference between student learning outcomes with high learning motivation and the average 88.113 and students
who have low learning motivation on average 71,071. Result of analysis of variance obtained \( F_{\text{count}} \) value of 7.211 > \( F_{\text{table}} \) value of 3.24 and a significant value of 0.00 < 0.05 so that \( H_0 \) is rejected; (3) There is an interaction between the AEC learning model and student motivation in improving student PPKn learning outcomes, the results of the analysis of variance \( F_{\text{count}} \) value of 4.446 > \( F_{\text{table}} \) value of 3.24 and a significance of 0.008 < 0.05 so that \( H_0 \) is rejected.

**Keywords:** MEA learning model, learning motivation, PPKn learning outcomes

**A. Introduction**

Education in Indonesia is still dominated by the view that knowledge is a set of facts that must be memorized. The class still focuses on the teacher as a source of knowledge (Teacher-Centered). Lectures are the main choice of learning strategies that result in a lack of learning experience for students during the teaching-learning process so that learning becomes monotonous, namely, chalk and talk.

Generally, Civics learning in schools tends to focus on mastery of memorization, summarizing, and reading. As a result, students feel bored because of the rigid and monotonous learning situation. Student scores for Civics lessons are relatively low. Of the 20 students showing the data in July, 13 students scored below the KKM, 70 while only 7 students achieved the KKM score. In August, 15 students scored below the KKM 70, while only 5 students scored reaching the KKM. In September, 16 students scored below the KKM, while only 4 students scored reaching the KKM. In October, 14 students scored below the KKM, while only 6 students scored up to the KKM. In November, 16 students scored below the KKM, while only 4 students scored reaching the KKM. In December, 15 students scored below the KKM, while only 5 students scored reaching the KKM.

Shoimin, (2014:103) explained: "The MEA learning model is a
group learning model in which students participate more actively in learning and often express their ideas and train students to get used to solving/solving problems." MEA learning model is a variation of learning with problem-solving. MEA is a systems thinking method that, in its application, plans the overall goal. These goals are made into several goals, which eventually become several steps or actions based on the applicable concept.

Therefore interested in researching with the title "The influence of the Means Ends Analysis (MEA) learning model and motivation on student learning outcomes in the fourth-grade Civics subject in elementary school." In particular, the current research target schools, namely SDN 034799 DOLOKTOLONG and SDN 037991 LANCANG, have never conducted research using the MEA learning model in class IV

B. Method
Research Location and Time

This research was conducted in two schools, namely SDN 034799 DOLOKTOLONG, Sumbul Sidikkalang, and SDN 037991 LANCANG Sumbul Sidikkalang, especially in class IV with the following considerations: (1) the two schools have never researched with the same problem; (2) the two schools can represent the type of formal school at the elementary level and (3) both schools have problems with student learning outcomes in the fourth grade PPK subject.

This research was carried out in the even semester of the 2020/2021 academic year with two months of research with five meetings. The first meeting of the researchers made observations beforehand, and the observations consisted of giving a research cover letter from the State University of Medan, conducting interviews with the
principal and class IV teachers, seeing the situation and conditions in class IV, and having prepared tools and materials to be used in the research.

In the second meeting, the researchers carried out a pre-test to know the student's initial abilities. The experimental class was given treatment at the third meeting, namely the MEA learning model in class IV and expository learning model treatment in the control class. The fourth meeting was given the same treatment, namely the experimental class was given treatment, namely the MEA learning model in class IV, and the treatment of the expository learning model in the control class and the fifth meeting was still given the same treatment, namely the experimental class was given treatment, namely the MEA learning model in class IV, and treatment of expository learning model in the control class. The sixth meeting of the schools gave a reply letter that the research had been carried out. The research time is adjusted to the educational calendar in the form of a teaching and learning process and the expository learning model in the control class. The sixth meeting of the schools gave a reply letter that the research had been carried out. The research time is adjusted to the educational calendar in the form of a teaching and learning process.

The research time is adjusted to the educational calendar in the form of a teaching and learning process—treatment of expository learning model in the control class. The sixth meeting of the schools gave a reply letter that the research had been carried out. The research time is adjusted to the educational calendar in the form of a teaching and learning process.

Population and Research Sample

The population in this study were fourth-grade students from two schools, namely SDN034799 DOLOKOTOLONG with 40 students and SDN 037991 LNCANG with 40 students in the year 2020/2021. Each school has two parallel classes, namely class IVa and class IVb. We were considering
that this study was limited in time, and the ability of the research sample was limited to only representing 20 students from each class with a total of 80 students. Furthermore, the MEA class and the expository class were determined by lottery, and class IVa was given the MEA learning model treatment while class IVb was given expository treatment.

**Research methods**

The research method used is Quasi Experiment (Quasi-Experimental Method) with the research design as the basis for carrying out research is to distinguish the effect of the MEA learning model and the influence of conventional learning models on Civics learning outcomes in terms of high learning motivation and low learning motivation, the treatment classes are class IVa and class IVb.

**Treatment Controller**

Treatment control was carried out to minimize the design of the experimental validity, both internal validity and external validity.

**Data Collection Techniques and Research Instruments**

Based on the type of research and the problems studied by the researcher, the data collection techniques used in this study were using multiple-choice tests for learning outcomes and using questionnaires for student motivation.
**Research procedure**

The explanation above can be summarized in the research flowchart as follows:

![Research Flowchart](image)

**Figure.1 Research Flowchart**
C. Finding and Discussion

1. Result

Based on the research analysis design, the frequency distribution of the data presented are: (1) free test of Civics learning outcomes of experimental class students; (2) free test of Civics learning outcomes of control class students; (3) a description of the students learning motivation in the experimental class; (4) a description of the students learning motivation in the control class; (5) post-test results of Civics learning outcomes for experimental class students; (6) post-test results of Civics learning outcomes for control class students; (7) Civics learning outcomes of students who have high student motivation; (8) learning outcomes of students who have low student motivation; (9) Civics learning outcomes of students who are taught by applying the MEA learning model and have low learning motivation; (10) Civics learning outcomes of students who are taught by applying the MEA learning model and have low learning motivation;

Description of Research Result Data

1. Pre Test of Civics Learning Outcomes for Experimental Class Students

The value of the PPKn learning outcomes of experimental class students with the highest number of frequencies in SDN 034799 DOLOKTOLOONG is in the interval class grades 63-68 with a total of 7 students or a percentage of 35%, while the number of frequencies with the least number is in the interval class grades 51-56 with a total of 1 student or the percentage of 5%, while the learning outcomes of experimental class students at SDN 037991 LANCANG the highest number of frequencies is in the 45-49 grade interval class with a total of 7 students or a percentage of 35%, while the lowest number of frequencies is in the 60-64 grade interval class with a total 0 students or 0% percentage.
2. Pree Test Civics Learning Outcomes for Control Class Students

The value of PPKn learning outcomes for control class students with the highest number of frequencies in SDN 034799 DOLOKTOLONG is in the 63-68 grade interval class with a total of 6 students or a percentage of 30%, while the lowest number of frequencies is in the 75-80 grade interval class with a total of 1 student or the percentage of 5%, while the learning outcomes of the experimental class students at SDN 037991 LANCANG the highest number of frequencies are in the interval class 55-59 and the interval class 65-69 with a total of 6 students or a percentage of 30%, while the least frequency is in the interval class a value of 50-54 with a total of 0 students or a percentage of 0%.

3. Description of Experimental Class Student Learning Motivation

The learning motivation value of the experimental class students with the highest number of frequencies in SDN 034799 DOLOKTOLONG is in the 32-40 grade interval class with a total of 9 students or a percentage of 45%, while the lowest number of frequencies is in the 50-58 grade interval class with a total of 0 students or a percentage 0%, while the learning outcomes of experimental class students at SDN 037991 LANCANG the highest number of frequencies is in the interval class grades 74-84 with a total of 6 students or a percentage of 30%, while the lowest number of frequencies is in the interval class grades 52-62 with a total of 0 students or 0% percentage.

4. Description of Control Class Students Learning Motivation

The students learning motivation scores in the control class with the highest number of frequencies in SDN 034799 DOLOKTOLONG are in the interval class with a value of 39-46 with a total of 7 students or a percentage of 35%, while the number of frequencies with the least number is in the interval class with a value of 55-62 with a total of 0
students or a percentage 0%, while the learning outcomes of experimental class students at SDN 037991 LANCANG the highest number of frequencies is in the 35-43 grade interval class with a total of 10 students or a percentage of 50%, while the lowest number of frequencies is in the interval class grades 445-52 and the interval class 53 -61 with a total of 0 students or a percentage of 0%.

5. Post Test of Civics Learning Outcomes of Students who are Taught MEA Learning Model

The value of learning motivation of class students who are taught by applying the MEA learning model the highest number of frequencies in SDN 034799 DOLOKTOLONG is in the interval class grades 95-99 with a total of 7 students or a percentage of 35%, while the lowest number of frequencies is in the interval class grades 75-79 with the number of 1 student or a percentage of 5%, while the learning outcomes of students who are taught by applying the MEA learning model at SDN 037991 LANCANG the highest number of frequencies is in the class interval grades 88-93 with a total of 5 students or a percentage of 25%, while the number of frequencies is the least are in the interval class with a value of 76-81 and an interval class of 100-105 with 2 students or a percentage of 10%.

6. Post Test of Civics Learning Outcomes of Students who are Taught with Expository Learning Model

The value of learning motivation of class students who are taught by applying the Expository learning model the highest number of frequencies in SDN 034799 DOLOKTOLONG is in the interval class with a value of 65-70 with a total of 5 students or a percentage of 25%, while the number of frequencies with the least is in the interval class with a value of 95-100 with the number of 1 student or a percentage of 5%, while the learning outcomes of students who are taught by applying the Expository
learning model at SDN 037991 LANCANG the highest frequency is in the class interval grades 74-80 with a total of 8 students or a percentage of 40%, while the number of frequencies is the least are in the 60-66 interval class and 95-101 interval class with 1 student or 5% percentage.

7. Civics Learning Outcomes of Students Who Have High Learning Motivation

The value of high learning motivation of students with the highest number of frequencies in SDN 034799 DOLOKTOLONG is in the interval class grades 87-88 with a total of 4 students or a percentage of 33%, while the lowest number of frequencies is in the interval class grades 77-78 and the interval class scores 81-82 with several 1 student or a percentage of 8%, while the learning outcomes of students who are taught by applying the Expository learning model at SDN 037991 LANCANG the highest frequency is in the class interval grades 84-88 with a total of 6 students or a percentage of 5%, while the number of frequencies is the least are in the grade interval class 64-68, the grade interval class 69-73 and the grade interval grade 74-78 with a total of 1 student or a percentage of 9%.

8. Civics Learning Outcomes of Students Who Have Low Learning Motivation

The students high learning motivation scores, the highest frequency at SDN 034799 DOLOKTOLONG is in the 38-40 grade interval class and 41-43 grade interval class with a total of 3 students or a percentage of 38%, while the least number of frequencies is in the 32-34 grade interval class. Moreover, the class interval grades 35-37 with 1 student or a percentage of 13%, while the learning outcomes of students who are taught by applying the Expository learning model at SDN 037991 LANCANG the highest frequency is in the interval class grades 42-44 with a total of 3 students or a percentage of 33%, while the lowest number of
frequencies is in the 30-32 grade interval class and the 33-35 grade interval class with a total of 1 student or a percentage of 9%.

9. PPkn Learning Outcomes Taught With MEA Learning Model and Have High Learning Motivation

The value of the PPKn learning outcomes of students who are taught with the MEA learning model and have the learning motivation of class students who are taught by applying the MEA learning model the highest number of frequencies at SDN 034799 DOLOKTO Long are in the 90-91 grade interval class with a total of 4 students or a percentage of 33%, while the number of the least frequency is in the class interval grades 86-87 with a total of 0 students or a percentage of 0%, while the learning outcomes of students who are taught by applying the MEA learning model at SDN 037991 LANCANG the highest number of frequencies is in the interval class 89-92 with a total of 4 students or the percentage of 36%, while the lowest number of frequencies is in the 97-100 grade interval with a total of 0 students or a percentage of 0%.

10. PPkn Learning Outcomes Taught With MEA Learning Model and Have Low Learning Motivation

The value of the PPKn learning outcomes of students who are taught using the MEA learning model and have low learning motivation, the highest number of frequencies in SDN 034799 DOLOKTO Long is in the class interval value of 63-65 with a total of 3 students or a percentage of 38%, while the lowest number of frequencies is in class the score interval is 62-60 with a total of 0 students or a percentage of 0%, while the learning outcomes of students who are taught by applying the MEA learning model at SDN 037991 LANCANG the highest number of frequencies are in the interval class 55-58, the interval class 59-62 and the interval class the value of 63-66 with a total of 2 students or a percentage
of 25%, while the least number of frequencies is in the interval class with a value of 51-54 and an interval class with a value of 67-70 with a total of 1 student or a percentage of 13%.

11. PPKN Learning Outcomes Taught With Expository Learning Models and Have High Learning Motivation

The value of the Civics learning outcomes of students who are taught with the Expository learning model and have the learning motivation of students in the class taught by applying the Expository learning model the highest number of frequencies at SDN 034799 DOLOKTOLONG are in the 70-74 grade interval class, 80-84 grade interval class and the grade interval class 85-89 with a total of 3 students or a percentage of 25%, while the least number of frequencies is in the 90-94 grade interval class with a total of 1 student or a percentage of 8%, while the learning outcomes of students who are taught by applying the expository learning model at SDN 037991 LANCANG The highest number of frequencies is in the interval class with a value of 73-76 with a total of 4 students or a percentage of 40%, while the lowest number of frequencies is in an interval class with a value of 81-84 with a total of 0 students or a percentage of 0%.

12. PPKN Learning Outcomes Taught With Expository Learning Models and Have Low Learning Motivation

The value of Civics learning outcomes of students who are taught with the Expository learning model and have low learning motivation in the class taught by applying the Expository learning model the highest number of frequencies at SDN 034799 DOLOKTOLONG are in the class interval grades 57-59 with a total of 3 students or a percentage of 38%, while the lowest number of frequencies is in the 48-50 grade interval class with 1 student or a percentage of 13%, while the learning outcomes of
students who are taught by applying the Expository learning model at SDN 037991 LANCANG the highest number of frequencies is in the 57-59 grade interval class with a total 4 students or a percentage of 40%, while the least number of frequencies is in the 48-50 grade interval class and the 51-53 grade interval class with 1 student or 1% percentage.

2. Discussion

Student Learning Outcomes of Civics taught by MEA Learning Model are Higher than Expository Learning Model

Based on the results of the research conducted, it was found that the average Civics learning outcomes of students taught with the MEA learning model was 82.34, and the average student Civics learning outcomes were 81.41. Meanwhile, the average Civics learning outcomes taught with expository learning is 76.84, and the average student learning outcomes of Civics is 77.50; therefore, it can be said that Civics subjects, especially in learning rights and obligations considering the average learning outcomes taught using the MEA learning model obtained higher than the average averages student learning outcomes taught by the Expository learning model that teachers in Civics subjects have used.

Based on the analysis results during the research process, the researcher observed that each student had different abilities in understanding the lesson. The continuity of this research makes researchers closer to the problem. The core of the problem is the failure to achieve Civics learning outcomes; therefore, applying the MEA learning model can help students easily understand the concept of rights and obligations both at school and in the home and community environment properly and correctly. Based on this thought, it can be said that student
learning outcomes of Civics will be better and improved if the teacher applies the MEA learning model in helping the daily learning process.

**Civics Learning Outcomes of Students with High Learning Motivation are Higher than Students with Low Learning Motivation**

The characteristics of a student who has high learning motivation can be seen from the behavior during the learning process, such as focusing on learning, being active in class, diligent in doing assignments, daring to express opinions, always feeling challenged on new material, and not disturbing his friends in learning. This is in line with the opinion of Supriyadi (2005:86), who argues that student learning motivation can be observed from several aspects, namely: paying attention to the material, perseverance in learning, interest in learning, learning frequency, commitment in fulfilling school assignments, enthusiasm in learning. And student attendance at school.

Based on the results of research data analysis through the two-way ANOVA test, it was found that the average learning outcomes of students with high learning motivation at SDN 034799 DOLOKTOLONG was 88.11, and the average learning outcomes of students who had high motivation at SDN 037991 LANCANG was 87.66 while The average learning outcomes of students who have low motivation to learn at SDN 034799 DOLOKTOLONG is 71.10. The average learning outcome of students who have high motivation at SDN 037991 LANCANG is 71.25. This proves that students learning motivation can affect student learning outcomes with the assumption that the higher the student's learning motivation, the higher the learning outcomes obtained by students.

**Interaction Between MEA Learning Model and Learning Motivation on Students Civic Education Learning Outcomes**

MEA learning model is a model for analyzing problems through
various ways to achieve the desired final goal. MEA is used to analyze a problem in various ways to achieve learning objectives (Huda, 2013: 294). The hallmark of the MEA learning model is a heuristic-based problem-solving approach, elaborating sub-problems to be simpler, identifying differences, compiling sub-problems so that they become connectivity (Suherman, 2008:6). In the application of the MEA learning model, students are directed to learn actively, skillfully, and creatively because in the application of the MEA learning model, the learning process is student-centered, so that in learning students must have high motivation in learning in order to be actively involved in the teaching and learning process.

The results of hypothesis testing using two-way ANOVA for the third hypothesis, namely the interaction between the MEA learning model and student learning motivation in influencing student learning outcomes get:

1. SDN 034799 DOLOKTOLONG got grades $F_{\text{count}} = 57.211$ and significant at 0.000 with $\alpha = 0.05$. Then it can be seen that the significant value is 0.000 < 0.05, and the probability value or significant value of the learning model is 0.000 < 0.05.

2. SDN 037991 LANCANG got grades $F_{\text{count}} = 1507.521$ and significant at 0.000 with $\alpha = 0.05$. Then it can be seen that the significant value is 0.000 < 0.05, and the probability value or significant value of the learning model is 0.000 < 0.05.

It can be concluded that the hypothesis rejects $H_0$ and accepts $H_a$, which means that there is an interaction between learning models and social skills in influencing student Civics learning outcomes.
D. Conclusion

Based on the formulation, objectives, results, and discussion of the research on the effect of the MEA learning model and learning motivation on student Civic Education learning outcomes for grade IV SDN 034799 DOLOKTOLO Lang Kec. Sumbul Sidikkalang and SDN 037991 LANCANG Sumbul stated earlier, and it can be concluded as follows:

a. student learning outcomes using the MEA learning model were higher than the students taught using the expository learning model.

b. The group of students with high learning motivation gets higher learning outcomes than the group of students with low motivation to learn, and the truth is proven.

c. 3 there is an interaction between learning models with high social skills on student learning outcomes that are proven to be true.

Bibliography

Amberansyah, Marhamah (2017) Meningkatkan Hasil Belajar Pkn Menggunakan Kombinasi Model Pembelajaran Group Investigation (Gi), Means-Ends Analysis (MEA) Dan Word Square Pada Siswa Kelas IV SDN Teluk Dalam 11 Banjarmasin. Prosiding Seminar Nasional PS2DMP ULM Vol. 3 No.1. Hal. 72-89.

Aris Shoimin. 2014. 68 Model Pembelajaran Inovatif Dalam Kurikulum 2013. Yogyakarta: Ar-Ruzz Media.

DS, Yulistina Nur. (2016) Pengaruh Metode Pembelajaran Dan Motivasi Belajar Siswa Terhadap Hasil Belajar IPA Kelas V SDN CILAMAYA WETAN – KARAWANG. Jurnal Sekolah Dasar, ISSN 2528-2883 Vol.1 No.1.

Hamid, Abdul. 2009. Teori Belajar Dan Pembelajaran. Raja Grafindo Persada.
Kusumayanti, Ni Pt. Ari, dkk. (2019). Pengaruh Model Pembelajaran Means-Ends Analysis (MEA) Dengan Setting Belajar Kelompok Terhadap Hasil Belajar Matematika Pada Siswa Kelas IV SD. Vol.1 No.1.

Liyusri dan Situmorang Julaga. 2013. *Strategi Pembelajaran dan Gaya Belajar Terhadap Hasil Belajar*. Jakarta: Prestasi Pustaka.

Mulasari, Made Rika, dkk. (2020). Model Pembelajaran Means Ends Analysis Terhadap Hasil Belajar Matematika Siswa SD. Jurnal Pedagogi dan Pembelajaran, Tahun 2020, pp. 358-366 p-ISSN: 2614-3909 e-ISSN: 2614-3895. Vol. 3, No. 3.

Ngalimun (2016). Strategi model pembelajaran. Yogyakarta: Aswaja Presindo.

Nugroho, Jafar Sidik, dkk. (2019). Penerapan Model Means Ends Analysis (MEA) Untuk Meningkatkan Kemampuan Menyelesaikan Soal Ceritamata Pelajaran Matematika Pada Siswa Sekolah Dasar. Didaktika Dwija Indria. ISSN: 2337-8786. Vol 5, No 4. Hal.56-74.

Supriyadi, Dedi. 2005. *Membangun Bangsa melalui Pendidikan*. Bandung: Remaja Rosdakarya.