

THE EFFECT OF PRIOR KNOWLEDGE ON *FIELD WORK* LEARNING ON INTERESTS AND SOCIAL STUDIES LEARNING OUTCOMES OF JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This research is aimed at knowing the results of the application of field work learning to the interests and social studies learning outcomes in economic activity material. The use of the Nonequivalent Control Group Design design with purposive sampling technique makes class VII E as the experimental class and class VII B as the control class of the entire population of students from class VII A to class VII H. Treatment in the experimental class is in the form of field work learning and the control class in the form of conventional learning obtained research findings indicating that the experimental class gained an increased interest of 40.2% and the learning outcomes of the experimental class experienced an increase of 25.94%. The results of the Mancova test with the initial covariate of students' learning abilities showed a value of $F = 95.810$ with $\text{sig} = 0.000$, namely the value of $\text{sig} = 0.000 < 0.005$. These results are the results of the prerequisite test using the normality test, homogeneity test and hypothesis testing in the form of the mancova test. From the results obtained, it can be assumed that there is an influence between field work learning and the interests and social studies learning outcomes of junior high school students on economic activity material.

Keywords: Learning, Field work, Interest, Results

INTRODUCTION

Humans are social beings, as social beings, humans need interaction between humans in their lives. In life, no human being can live independently without assistance or assistance from other people, no one person is able to make all the goods they need independently, that is why humans always need other people to meet their needs (Iffah & Yasni, 2022). Considering that the needs of every human being are different, of course the business or activities that are carried out are of course different too. Sukirno in (Edi Marjan Nasution, n.d.) said that everyone is involved and carries out economic activities that are different from other people, meaning that humans can determine what kind

of business they need. Economic activity plays a very important role for humans in living life, both individually and within the community (Edi Marjan Nasution, n.d.) In line with the importance of economic activity for humans, this activity is very important to learn in the world of education. In social studies learning at the junior high level, it contains economic learning related to economic activity material contained in Theme 03 class VII.

The purpose of economics learning in social studies at the upper secondary level is to equip students with the potential that exists within them in various settings of human life, respect social diversity and the importance of being in a society with a full sense of belonging and being able to play a role

as members of society. The teacher as an educator will regulate how the form of classroom management will be used in learning. The teacher's task is to make learning that is considered boring into interesting learning, difficult learning becomes easy learning and learning that is not meaningful becomes meaningful when it is carried out by students.

At first the learning in the class went well, but a few moments later the students seemed less focused, there were students who began to turn their attention to activities or other things such as talking with their friends, daydreaming, playing with paper and falling asleep. This is in line with the opinion (Nasution & Riyanto, 2018) that the main problem found in current learning is the low attention of students to learning.

Monotonous presentation of material without variations in learning makes learning less attractive to students, learning presented only relies on the lecture method without any learning innovation through the use of teaching materials or other learning supports that can strengthen the learning process. Therefore, when the exam was held, students were lazy to study the material because from the start the interest in learning was lacking, and the results on the test scores were unsatisfactory.

The teacher's limitations in designing learning become obstacles or reasons for learning that is not in sync with what is expected. The lack of learning innovations implemented results in low interest and learning outcomes of students in the process of teaching and learning activities. Even though learning to use learning that is interesting and in accordance with the

teaching material will make the learning process more interesting, effective, fun and can generate interest in learning social studies at UPT SMP Negeri 2 Gresik.

At present, there are very many learning models or methods used by the majority of teachers in the learning process. Field work learning is one of the learning options because this learning provides concrete examples of what is learned and what happens in the environment. IPS learning should not be boring and just end in class. Therefore, outdoor laboratories for social studies learning are demanded in line with changes in the education curriculum which require students to continue to be actively involved in the teaching and learning process through interesting learning, namely field work learning (Prasetya et al., 2020).

Field work learning makes students know the reality of the theory learned in class with real life or direct practice. Research that has been conducted by (T. E. Utami, 2020) found that using outdoor study learning in the form of field work could improve social studies junior high school students' learning outcomes in economic activity material. Prove that the use of field work learning is in accordance with economic activity material.

Field work learning is defined as learning that brings and introduces students to the world of work, where they apply the knowledge they gain from the learning process (Widiasworo, 2017). With the aim of doing this learning, namely to provide opportunities for students in the form of real learning, direct experience that cannot be obtained in the classroom and achievements in learning.

The teaching and learning process is not always aligned with what will be intended, learning outcomes are often not in accordance with the desired expectations. To achieve optimal learning outcomes, it takes a combination of various factors, especially from within the students themselves. Learning outcomes are interpreted as everything that has been achieved through various efforts in the form of changes in behavior so that it can be seen clearly that the individual has learned (Fitriana et al., 2016).

Of the many factors or key aspects of success in learning, one of them is interest, it is known that students who are interested in learning will be happy with activities b. learn and will quickly grasp the material (Setiawan et al., 2022). Interest in students is formed by several factors, interest does not appear by itself without someone influencing it (Korompot et al., 2020). The indicators that can be said whether students are interested in learning or not are as expressed by Slameto in (Nurhasanah & Sobandi, 2016) that interest in learning is measured by 4 indicators, namely interest in learning, attention to learning, learning motivation and knowledge.

Lack of interest shows the lack of students in paying attention to learning, this can affect the learning outcomes that will be achieved from the learning process. Therefore, it is necessary to carry out research which is expected to be able to influence students' interests and learning outcomes in learning Social Sciences, especially economic activity material with problem solving offered through interesting learning, namely field work learning.

It is hoped that the selection of field work learning on economic activity

material will make learning more effective, because students will participate actively and take part in learning activities. Based on the description above, the researcher has an interest in making observations with the title "The Influence of Field Work Learning on Interests and Social Studies Learning Outcomes of Junior High School Students in the Material of Economic Activities".

METHOD

This research is a quantitative research with the type of experiment and design in the form of Nonequivalent Control Group Design. Conducted in May for the 2022/2023 school year this research took place at UPT SMP Negeri 2 Gresik with two meetings in both experimental and control classes. The population in this study consisted of all students of class VII UPT SMP Negeri 2 Gresik by taking samples through a purposive sampling technique, as seen from the characteristics in the form of the average value of the odd semester daily test which was almost the same so that it could be determined that the sample class was class VII E as class experiment and VII B as the control class.

In collecting data from students, researchers used instruments in the form of questionnaires and test sheets. Questionnaires in the form of interest questionnaires and test sheets in the form of tests of students' knowledge results are given before and after being given learning, the aim is for researchers to know the initial conditions of interest and knowledge possessed by students so that they can compare them with the scores after being given learning or treatment. In addition to these two instruments, the

researcher also used observation techniques carried out by the observer to be an assessor of the activity shown by the students on the observation sheet during learning.

Instruments in the form of questionnaires and test sheets before being used directly in the field, are first validated by experts and tested for validity and reliability in order to know that the instruments to be used are truly valid and reliable. After giving the field work learning treatment the researcher obtained the data to be analyzed and processed using data analysis techniques in the form of the normality test ('Kolmogorov - Smirnov'), homogeneity test (Levene Statistics) and the Mancova test to test the difference in the averages of the two dependent variables, while controlling for covariates.

RESULT AND DISCUSSION

This research is an experimental research by providing treatment in the form of field work learning on social studies learning material on economic activities. Using a sample of class VII E' as the experimental class and class VII B' as the control class, the number of students in each class was 32. Data were collected from the pretest and post test with research instruments in the form of questionnaires and test sheets which were validated by experts as well as validity tests and reliability shows results.

The instrument can be used as a tool in a study if it is valid and reliable. In the research conducted, researchers used a validity test with the Product Moment formula and used a reliable test of the Cronbachs Alpha formula. This test was carried out on class VII D with 32 respondents, meaning that the Rtable

value was 0.349. The validated research instruments consisted of 25 statements and questions and 25 test items.

Table 1. Interest Questionnaire Validity Test Results

Significance Limits	Item No Questionnaire	Information	Amount
0.349	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25	Valid	25

Table 2. Test Sheet Validity Test Results

Significance Limits	No Question Items	Information	Amount
0.349	1,2,3,5,6,7,8,9,10,11,13,14,15,16,17,19,20,22,23,24,25	Valid	21
	4,12,18,21	Invalid	4

From the table above, it shows that the 25 statements and questions have proven to be valid because the value of $R_{count} > R_{table}$, while for the 25 items it is known that there are 4 items that are invalid because the value of $R_{count} < R_{table}$ and for the rest it can be used in research.

Table 3. Interest Questionnaire Reliability

Instrument	Score		Average	Criteria
	V1	V2		
Questionnaire Interest	92.5	97.5	95	very Good
Sheet Test	96.4	96.4	96.4	very Good
sheet r Observation	97.5	97.5	97.5	very Good

Test Results	
Reliability Statistics	
Cronbach's Alpha	N of Items
.744	25

Table 4. Test Sheet Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.875	25

Based on the reliability test results in the table above it shows that the Alpha value is 0.744 and 0.875 which is more than 0.6, therefore the instrument can be declared reliable. With the help of SPSS 22 software, the normality test was tested using the Kolmogorov Smirnov test with a significance value of 5% aiming to find out whether the research data were normally distributed or not.

Table 5. Normality Test Results

	class	Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
Interest Study	Ex Pre Test	.101	32	.200*
	Post Test Ex	.116	32	.200*
	Pre Test Kntrl	.130	32	.180
	Post Test Kntrl	.090	32	.200*
	Pre Test Ex	.131	32	.175

Learning	Post Test Ex	.138	32	.123
	Pre Test Ctrl	.132	32	.166
Outcomes	Post Test Kntrl	.139	32	.116

If the data produces a sig value > 0.05 then the data is normally distributed, from the table data above in the test carried out it shows data on learning interest or learning outcomes on the pretest and post test showing a sig value of more than 0.05 so that it can be said that the data from the interest questionnaire and test sheet is normal data.

After the data is known to be normal, the data will be tested using the Levene test in the homogeneity test to test the distribution of the data obtained from the research results to be homogeneous or not, the significance value used in this test is 5%.

Table 6. Homogeneity Test Results

Test of Homogeneity of Variances					
		Levene Statistics	df1	df2	Sig.
Interest learn	Based on Mean	2075	3	124	.107
	Based on Median	2011	3	124	.116
	Based on Median and with adjustments df	2011	3	115, 346	.116
	Based on trimmed mean	2,093	3	124	.105

Learning Results	Based on Mean	.015	3	124	.997
	Based on Median	.032	3	124	.992
	Based on Median and with adjusted df	.032	3	120,667	.992
	Based on trimmed mean	.014	3	124	.998

From table 6 it is known that the data on the results of the interest questionnaire and the learning outcomes test sheet have a sig value > 0.05 so that it can be said that the data from the interest questionnaire and late tests on economic activity material have a homogeneous variance. By testing the hypothesis in this study in the form of the Mancova test which is used to prove whether there is an effect of prior knowledge of field work learning on students' interests and learning outcomes in economic activity material. SPSS 22 software assisted testing with a significance level of 5%.

Table 7. Mancova Test Results

Multivariate Tests			
effects		F	Sig.
Class	Pilai's Trace	95,810b	.000
	Wilks' Lambda	95,810b	.000
	Hotelling's Trace	95,810b	.000
	Roy's Largest Root	95,810b	.000

Test Of Between – Subject Effects			
Sources	Dependent Variables	F	Sig.
Class	Interest	170,807	.000
	Resultl	60,033	.000

From the statistical tests above, it can be described that there are differences in the learning interests of students in the experimental and control classes after being given treatment in the form of field work learning in terms of students' prior knowledge or pre-test questionnaires and questions. This statement is proven by the results of statistical tests which show the value of $F = 170.807$ with $sig = 0.000$ where it is known that $sig = 0.000 < 0.05$.

Furthermore, in the learning outcomes of students it is known that the value of $F = 60.033$ with $sig = 0.000$, this shows that the value of $sig = 0.000 < 0.005$ so that it can be assumed that there is a significant difference in the learning outcomes of students in the sample class after being given treatment in the form of field work learning in terms of students' initial knowledge of economic activity material. Initial knowledge of economic activity material as a covariate in the calculation of the MANCOVA statistical test is proven to help increase students' interest and learning outcomes as evidenced by the F value = 95.810 with $sig = 0.000$, namely $sig = 0.000 < 0.005$. These results prove the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a) which states "There is an influence of prior knowledge on field work learning on interest and learning outcomes of junior high school students on economic activities".

There was a difference in interest in the two research classes, because in the experimental class the students showed their interest by listening carefully when the researcher explained the objectives of field work learning and

economic activity teaching materials, the majority of students were active, often asked questions related to the learning being done, students were enthusiastic in participate in learning, do not complain even though you have to walk first to get to the market and are willing to work with members of each group to work on and complete the tasks given.

Field work learning in this study invites and involves students to practice directly in the field, namely in the market, subjects in the form of theory learned and obtained by students in class will be applied in the field. Students in groups are assigned to interact directly with economic actors in the market, besides that students are also involved as economic actors as consumers to buy a needed need. This learning provides real experience to students through a series of activities carried out, with learning that is not always carried out in class so that interest and enthusiasm for the learning that is carried out increases, because through this learning students can explore the learning environment without eliminating learning objectives (PS Utami & Gafur, 2015)

There was a difference in interest in the two research classes, because in the experimental class the students showed their interest by listening well when the researcher explained the objectives of field work learning and economic activity teaching materials, the majority of students were active, often asked questions related to the learning being done, students had enthusiasm in participating in learning, they do not complain even though they have to walk first to go to the market and are willing to work together in carrying out assignments, this can be seen from the results of observations by observers,

namely social studies teachers during learning activities, where the teacher assesses how the responses and activities shown by students in learning process.

Table 8. Observation Results

Indicator	Experiment Class	Control Class
Interest For Study	100%	50%
Attention in Study	50%	50%
Motivation Study	100%	50%
Knowledge	100%	50%
Average	87.50%	50%

The implementation of field work learning by utilizing the surrounding environment as a source of learning is very effective in increasing students' knowledge, this elaboration is in line with the opinion (Joesyiana, 2018) that the environment can be useful as a source of learning and a place to explore knowledge which will later gain experience that is not obtained. in the classroom. In addition, (Yuni Wibowo, 2010) also explained that bringing students to study outside the classroom will bring students to learn more deeply through objects that are seen and faced directly, compared to learning in a classroom that has limited space.

In the theory of constructivism, according to Vygotsky, learning is an activity carried out by humans to build knowledge from experience (Sunanik, 2014). Field work learning provides the opportunity for students to show a curious attitude towards what they want to know, in this lesson students are invited to go directly to the field

with the aim of expressing the curiosity that students have. Where curiosity is included in a person's interest in being actively involved in learning is called interest (Suzana et al., 2021).

In line with that, learning that brings students to see directly in the field can improve students' ability to obtain more improved learning outcomes (Suherdiyanto, 2016). Based on the results of the Mancova test analysis that was explained earlier, where the covariates, namely the initial knowledge of students, had a significant difference in interest and learning outcomes in both classes after being given the field work learning treatment with a sig value of $0.00 < 0.05$. It is known that the prior knowledge on the interest questionnaire and the learning outcomes test sheet has linearity in its respective post test and does not show linearity in other variables.

CONCLUSION

The results of the research that has been carried out provide the conclusion that there are differences in the effect of giving treatment in the form of field work learning on interest and learning outcomes in terms of the prior knowledge of junior high school students on economic activity material, with results that show better in the experimental class which is given treatment in the form of field learning work than the control class and hypothesis testing in the form of the Mancova test shows the results of $0.00 < 0.05$. These results prove that H_a is accepted and H_o is rejected. The results of the study by giving the field work learning treatment showed an increase in learning interest of 40.2% and learning outcomes of 25.94%.

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