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Pengaruh Gaya Belajar, Kreativitas guru, dan Fasilitas Belajar Terhadap Hasil Belajar siswa SD Se Gugus III Dringu Probolinggo

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Abstrak

Penelitian ini dilatarbelakangi oleh prestasi akademik yang dimiliki siswa sepanjang kurun waktu tertentu di sekolah. Gaya belajar, kreativitas pengajar, dan fasilitas pembelajaran merupakan beberapa variabel yang ingin diteliti dalam penelitian ini kaitannya dengan hasil belajar siswa di Gugus III Dringu Probolinggo. Populasi dalam penelitian ini adalah siswa Sekolah Dasar di Gugus III Dringu Probolinggo yang berjumlah 816 orang. Metode pengambilan sampel adalah metode probabilitas sampling dimana peneliti mengambil 10% dari total populasi sehingga diperoleh 82 siswa sebagai sampel. Hasil penelitian menunjukkan bahwa variabel gaya belajar (X1), kreativitas guru (X2), dan fasilitas belajar (X3) mempunyai pengaruh yang signifikan baik secara parsial maupun simultan terhadap variabel hasil belajar (Y) siswa sekolah dasar di Klaster III Dringu Probolinggo. Variabel kreativitas guru (X2) mempunyai kontribusi yang besar terhadap hasil belajar (Y), karena nilai koefisien determinasi X2 lebih besar dibandingkan X1 (kreativitas guru) dan guru serta fasilitas pembelajaran mampu menjelaskan variabel hasil belajar sebesar 68,6%..

Kata Kunci: *Gaya Belajar, Kreativitas Guru, Fasilitas Belajar, Hasil Belajar*

Abstract

This research is motivated by the academic achievement that students have throughout a certain time frame in school. Learning styles, instructor creativity, and learning facilities are some of the variables that this research aims to investigate in relation to students' learning outcomes in Cluster III, Dringu Probolinggo. The population in this study was 816 people from elementary school students in Cluster III Dringu Probolinggo. The sampling method was a probability sampling method where the researcher took 10% of the total population so that 82 students were obtained as samples. The results of the research show that the learning style variables (X1), teacher creativity (X2), and learning facilities (X3) have a significant effect, both partially and simultaneously, on the learning outcome variable (Y) of elementary school students in Cluster III Dringu Probolinggo. The variable teacher creativity (X2) has a big contribution to learning outcomes (Y), because the value of X2 coefficient of determination is greater than X1 (teacher creativity) and teachers and learning facilities were able to explain learning outcome variables by 68.6%..

Keywords: *Learning Style, Teacher Creativity, Learning Facilities, Learning Outcomes*

INTRODUCTION

This study aims to further investigate the link between students' learning styles, instructors' responses, and the quality of their learning settings. It focuses on children attending primary schools in cluster III of the Dringu District in the Probolinggo Regency.

Learning styles can make the learning process more effective and efficient. Kolb in Ghufron and Risnawita (2012) explains that learning style is also a main factor for more effective learning. Students who know their learning style will easily accept the information provided and then process it within themselves. Learning style has an influence on mastery of subject matter. The existence of a learning style can enable a student to know his or her characteristics in the learning process. The reality from the results of interviews regarding student learning styles conducted with Class Teachers at Elementary Schools in Cluster III, Dringu Probolinggo District, is that there are several students who have not obtained the learning results as expected. This is indicated by the grades obtained which are still below the Minimum Completeness Criteria (KKM), apart from that, it is also seen that several students do not do their homework (PR) or even do it at school.

A creative teacher usually doesn't just bring a Learning Implementation Plan (RPP) and syllabus when teaching. Creative teachers will always think about bringing teaching aids as a learning medium so that students can better understand the material being presented.

Based on the researcher's initial observations of elementary school teachers in Cluster III, Dringu Probolinggo District, teacher creativity is still very lacking.

Learning facilities are closely related to the economic conditions of students' parents. With parents' good economic conditions, parents will have more ability to meet their children's needs, including providing adequate learning facilities. Students in SD Se-Gugus III in the Dringu Probolinggo District lacked adequate reading materials, school labs, and learning media, according to researchers who interviewed several classroom teachers. Unfortunately, not every family has the financial means to provide their children with adequate educational opportunities.

Learning outcomes are the results obtained by pupils or students after carrying out learning activities which are expressed in the form of numerical or letter values Purwanto (2013) also explained, "learning outcomes only occur in the individual who studies, not in other people, and each individual displays different learning behavior." Teachers as educators also have a role in encouraging student learning outcomes to be more optimal. Based on the results of interviews conducted with class teachers at SD Se-Gugus III, Dringu Probolinggo District, there are several students who have not obtained the learning results as expected.

RESEARCH METHOD

Learning outcomes are the results obtained by pupils or students after carrying out learning activities which are expressed in the form of numerical or letter values Purwanto (2013) also explained, "learning outcomes only occur in the individual who studies, not in other people, and each individual displays different learning behavior." Teachers as educators also have a role in encouraging student learning outcomes to be more optimal. Interviews with teachers at SD Se-Gugus III in the Dringu Probolinggo District revealed that some students had failed to meet the benchmarks for proficiency.

RESULT AND DISCUSSION

The results of the learning style research were 0% of 82 respondents answered "Strongly Disagree", 11.43% of 82 respondents answered "Disagree", 28.80% of 82 respondents answered "Undecided", and 29.97% of 82 respondents answered "Agree", and 29.79% of the total 82 respondents answered "Strongly Agree". This percentage means that around 11.42% of the total 82 respondents do not know the appropriate learning style, 28.80% of the 82 respondents feel they know enough about the appropriate learning style, and a total of 59.82% of the 82 respondents feel they already know the appropriate learning style. in accordance. The findings demonstrate that the participants are aware of the learning style that they find most effective.

Here are some key takeaways from the research on teachers' creativity levels: Only 0.10% gave a "strongly disagree" response, 8.42% a "disagree," 22.38% a "undecided," 30.59% a "agree," and 38.51% a "affirmative agree." This percentage means that around 8.52% of the total 82 respondents felt that their teachers' creativity was less than optimal, 22.38% of the 82 respondents felt that their teachers' creativity was quite optimal, and a total of 69.10% of the 82 respondents felt that their teachers' creativity is optimal. So it can be concluded that the respondents felt that their teachers' creativity was optimal..

Research on educational institutions indicated that, out of 82 participants, 0% indicated "strongly disagree," 7.67% "disagree," 30.82% "undecided," 35.15% "agree," and 26.36% "strongly agree." This percentage means that around 7.67% of the total 82 respondents felt that learning facilities were inadequate, 30.82% of the 82 respondents felt that their learning facilities were adequate, and a total of 61.51% of the 82 respondents felt that their learning facilities were adequate. So it can be concluded that respondents feel that their learning facilities are adequate.

Discussion

This is what the results of the F test look like: The F test is designed to assess the simultaneous influence of independent variables on the dependent variable (learning outcomes), assuming all other factors stay constant. These independent variables might include things like learning style, teacher inventiveness, and learning facilities. The tests were conducted using a 95% confidence interval, where a = 0.05. The hypothesis offered is as follows:

H0: Learning style variables, teacher creativity and learning facilities do not simultaneously influence learning outcomes.

Ha: Learning style variables, teacher creativity and learning facilities simultaneously influence learning outcomes.

Decision making is carried out based on probability values (sig.). If the sig value. < 0.05, then H0 Statistical significance (sig.) is used in the decision-making process. If the sig value is smaller than 0.05, it means that the independent variable has a large influence on the dependent variable. This means that H0 is rejected and Ha is accepted. The simultaneously measured independent variable does not substantially change the dependent variable, as shown by a sig value greater than 0.05, which leads us to accept H0 and reject Ha. Below is a table displaying the results of the statistical F test.

Table 1. F Test Results

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	121.689	3	40.563	59.923	.000[b]
	Residual	52.799	78	.677		
	Total	174.488	81			

Source: SPSS output

According to the results of the F test in Table 4.7, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted when the sig value is less than 0.05 (0.000 < 0.05). The features of the learner's learning style, the creativity of the teacher, and the quality of the learning environment are all elements that influence the final product.

The results of the t-test are as follows: Using the t test, we can look at how different characteristics, including learning style, teacher inventiveness, and learning facilities, affect the dependent variable, which is the learning outcomes, assuming everything else stays the same. The tests were conducted using a 95% confidence interval, where a = 0.05. The hypothesis offered is as follows:

H0: Learning style variables, teacher creativity and learning facilities have no partial effect on learning outcomes.

Ha: Learning style variables, teacher creativity and learning facilities partially influence learning outcomes.

Statistical significance (sig.) is used in the decision-making process. If the sig value is smaller than 0.05, we may reject H0 and accept Ha since the independent variable has a large influence on the dependent variable. The independent variable, which is evaluated in part by looking at the dependent variable, does not have a significant influence if the sig value is more than 0.05, which means that the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected. The statistical t-test results are shown in the table below.

Table 2. t Test Results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	75.520	.607		124.494	.000
	Gaya_Belajar	.033	.009	.329	3.654	.000
	Kreativitas_Guru	.070	.015	.394	4.810	.000
	Fasilitas_Belajar	.038	.012	.251	3.055	003

Source: SPSS output

Based on the t test results in Table 4.8, the following interpretation may be drawn:

1. The variable X1, which represents learning style, has a substantial value. This means that if the p-value is less than 0.05 (0.000<0.05), then H0 is rejected and Ha is accepted. There must be some relationship between X1, the learning style variable, and Y, the learning outcome variable.
2. When looking at the teacher creativity variable (X2), a substantial value is found. This means that if the p-value is less than 0.05 (0.000<0.05), then H0 is rejected and Ha is accepted. Therefore, X2, the degree of teacher creativity, has a moderating effect on Y, the degree of student achievement.
3. X3, the learning facility, is an important variable. We accept Ha and reject H0 when the p-value is less than 0.05 (0.003). It follows that X3, the ability to learn, likely has some bearing on Y, the outcome of that learning

CONCLUSION

The results show that learning style does affect learning outcomes, although not as much as was previously believed. Therefore, it is crucial for students to understand their unique learning styles so that they can get better results in their studies.

The t-test results reveal a correlation value of 0.033. There is a positive relationship between learning outcomes and variables associated with learning styles, as shown by the correlation coefficient. Therefore, it is crucial for students to understand their unique learning styles so that they can get better results in their studies.

The significance level of the literacy variable is 0.000<0.05, as can be seen from the sig value. These results provide evidence that supports the null hypothesis. Cluster III, Dringu Probolinggo students' learning style (X1) was relatively significantly related to their learning outcomes (Y).

The results show that new ways of teaching have a major effect on how well students do in school. Teachers' levels of creativity are positively correlated with their pupils' learning outcomes.

The correlation coefficient is (0.070), according to the t-test results. Learning results are favorably connected with teachers' creative traits, as shown by the correlation coefficient. Therefore, the effectiveness and efficiency of a teacher's creative learning strongly correlates to the amount of student learning.

According to the results of the t test, the teacher creativity variable is statistically significant with a value of 0.000<0.05. It is reasonable to adopt the third hypothesis in light of these results. So, in Cluster III, Dringu Probolinggo, the level of creativity shown by primary school instructors has a bearing on the learning outcomes (Y) of their students.

The results show that schools have a significant impact on students' ultimate scores. Having access to well-maintained classrooms increases the likelihood that students will achieve academic success.

The t-test results reveal a correlation value of 0.033. The correlation coefficient shows that there is a favorable relationship between learning facility attributes and learning results. Having access to well-maintained classrooms increases the likelihood that students will achieve academic success.

A t-test revealed that the learning facilities variable was significantly different from the control group ($p < 0.05$, 0.003). These results provide credence to the idea that the fourth hypothesis is correct. The learning facilities (X3) have a less impact on the learning outcomes (Y) for students in Cluster III, Dringu Priobolinggo.

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