

THE EFFECT OF LEARNING ACTIVITIES ON LEARNING ACHIEVEMENT IN 3rd GRADE STUDENTS AT ENSINO BÁSICO CENTRAL CICLO ROLULI

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ABSTRACT

The level of student learning achievement is influenced by many factors such as family factors (how parents educate, relationships between family members, home atmosphere, family economic conditions, understanding of parents), school factors (teaching methods of teachers, curriculum, teacher-student relations, etc.) student-student relations, school discipline, learning tools, school time, building conditions, study methods, and homework); community factors (student activities in society, mass media, friends, and forms of community life). The purpose of this paper is to identify and analyze the effect of learning activities on student achievement at Ensino Básico Central 30 Ciclo No. 8 Rolli -Aileu. The sample in this study was 66 students from 198 students. This research is research with a quantitative approach in which the data analysis technique uses simple linear regression analysis. Based on the results of the study, it showed that there was an effect of learning activity on student achievement at Ensino Basico Central 30 Ciclo Roluli - Aileu. This is evidenced by the t-test showing the tcount value of $= 4.408 > t_{table} = 1.668$, it can be seen that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Where for the equation of a simple linear regression line $Y = 14.326 + 0.369X$. Meanwhile, the coefficient of determination (R^2) of $= 0.233$ or 23.3% means that 23.3% shows learning activities (X) determine the ups and downs of learning achievement, and the remaining 76.7% is influenced by other factors not

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examined. So the authors suggest that there is a need for activities related to teaching and learning activities so that students can be directly involved and can improve student achievement.

INTRODUCTION

Education carried out in schools is often known as formal education. Informal education, there is a teaching and learning process that involves many factors, namely teaching, materials, facilities, environment, and other educational components. Teaching activities have a clear mission, vision, and goals to achieve so that teaching is not for mere mechanical pleasure.

Improving the quality of education can be done by making improvements, changes, and renewal of the factors that affect the success of education. Learning activities can run well and of good quality, if they are supported by adequate educational facilities; which is indicated by the level of educational success, namely student learning achievement.

This is because student achievement or learning outcomes are influenced by many factors, such as family factors (how parents educate, relationships between family members, home atmosphere, family economic conditions, parental understanding), school factors (teacher teaching methods, curriculum, relationships teachers and students, student-student relations, school discipline, learning tools, school time, building conditions, study methods, and homework); and community factors (student activities in the community, mass media, friends and forms of community life).

In terms of increasing student achievement will be influenced by the quality of the learning process in the classroom; the learning process in the classroom will run well if it is supported by teachers who have high competence and performance because the teacher is the spearhead and foremost implementer, which is the basis of education by the government of Timor Leste; as stated in Article 59 of the RDTL constitution concerning Education and culture, namely the implementation or implementation of the 9-year compulsory education program.

The success or quality of education is determined by the teacher who is the implementing component of teaching and learning activities. Thus, a teacher has an important and responsible role to carry out the profession with a high attitude of professionalism. In carrying out his profession, a teacher is not only required to be able to provide knowledge to his students, but also must be able to instill an educational value with the teacher as a model. To carry out the function as educators and mentors so that their students become human resources (students) who have quality knowledge and skills and are useful for the development of a nation and state.

The quality of education in Timor Leste in general and Aileu District, in particular, is the responsibility of everyone and all elements, so that learning can run effectively and efficiency and standardization of education are optimized.

REVIEW LITERATURE

Learning Activities

According to the Indonesian Dictionary, activity means activity/activity. Poewadarminto describes the activity as an activity or activity. S. Nasution added that activity is both physical and spiritual activity and both must be linked (Dimiyati and Mudjiono, 1999).

The term activity is often known in everyday life which means activity. explained that Activity is being active or lively, when a man is over seventy last time of full us usually past, meaning that activity is doing something actively, where someone uses his time everything is always successful while learning or learning can be defined Learning Is a relatively permanent change In behavioral tendency and is the result of reinforced practice, meaning that learning is a relatively permanent change in a central tendency and it brings strong reality results. Another opinion about learning reads that learning is a personality change that reveals itself as a new pattern rather than a reaction in the form of skills, attitudes, habits, intelligence, or an understanding.

If the notion of activity is related to the notion of learning, it can be meant: Activity is doing an act that can change one's personality actively, where a person uses his time, his skills to produce new skills in the form of attitudes, habits, skills, and understanding. In other words, learning activities are activities that are actively carried out by a person to bring him to a new behavior change and are reflected in his personality.

Learning etymologically is trying to gain intelligence or knowledge. Learning comes from the word teaching which means instructions given to people so that they are known or obeyed. To obtain an objective understanding of learning, especially learning at school, it is necessary to clearly define the notion of learning. The definition of learning has been put forward by many psychologists, including educational psychologists.

According to Chaplin (1972) in the Dictionary of Psychology limits learning to two kinds of formulations. The first formulation reads the acquisition of any relatively permanent change in behavior as a result of practice and experience, meaning that learning is the acquisition of relatively permanent changes in behavior as a result of practice and experience. The second formulation is the process of acquiring responses as a result of special practice, meaning that learning is the process of obtaining responses as a result of special training.

According to Hintzman (1978) in his book *The Psychology of Learning and Memory* argues that "Learning is a change in the organism due to experience which can affect the organism's behavior". that can influence the behavior of the organism). So, in Hintzman's view, the changes caused by the experience can only be said to be learning if it affects the organism.

According to Made Pidarta (2007), learning is a relatively permanent change in behavior as a result of experience (not the result of development, the influence of drugs, or accidents) and implementing it on other knowledge and being able to communicate it to others. Changes that occur in a person are many, both nature and type, because of that, of course, not every change in a person is a change in the sense of learning. If a child's arm becomes bent due to being hit by a car, such a change

cannot be classified as a change in the sense of learning. Likewise, changes in the behavior of someone who is in a drunken state, changes that occur in aspects of maturity, growth, and development do not include changes in the meaning of learning.

There are many kinds of self-study activities, so experts classify them. According to Paul B. Diedrich in Sardiman (2004: 101) made a list containing 177 kinds of student activities which were classified into 8 groups:

1. Visual Activities, including activities such as reading, paying attention (pictures, demonstrations, experiments, and other people's work)
2. Oral Activities, such as: stating, formulating, asking, giving advice, issuing opinions, holding interviews, discussions, and interruptions.
3. Listening Activities, such as: listening to descriptions, discussion conversations, music, and speeches.
4. Writing Activities, such as writing stories, writing essays, writing reports, questionnaires, copying, making summaries.
5. Drawing Activities, such as; drawing, making graphs, maps, diagrams.
6. Motor Activities, such as: conducting experiments, making constructions, models, repairing, playing, and raising livestock.
7. Mental Activities, such as responding, remembering, solving problems, analyzing, seeing relationships, and making decisions.
8. Emotional Activities, such as: taking an interest, feeling bored, passionate, brave, calm, and nervous.

So, it can be concluded that learning activities are all activities carried out in the interaction process (teachers and students) to achieve learning objectives. The activity meant here is the emphasis on students, because the existence of student activities in the learning process will have an impact on the creation of an active learning situation.

Learning Achievement

Learning achievement is a sentence consisting of two words, namely achievement, and learning. Between the words, achievement and learning have different meanings. Therefore, before understanding learning achievement, it is better if this discussion is directed to each problem first to get a further understanding of the meaning of the words achievement and learning. This is also to make it easier to understand more deeply the meaning of learning achievement itself.

In the Big Indonesian Dictionary, learning achievement has the meaning of something that is relied on (made, made, and so on) by the business. Understanding learning achievement is not only the one mentioned above but there is another understanding of the word learning achievement stated by Suharto and Iryanta Tata that learning achievement is something that exists (happens) by a job.

Meanwhile, according to Mas'ud Hasan Abdul Dahar in Djamarah (1994:21) that achievement is what can be created, the result of work, pleasing results obtained by working tenacity.

From the understanding stated above, it is clear that there are differences in certain words as emphasis, but the essence is the same, namely the results achieved from an activity. For this reason, it can be understood that achievement is the result

of an activity that has been carried out, created, which is pleasing to the heart, which is obtained through the tenacity of work, both individually and in groups in certain fields of activity.

According to Slameto (1995: 2) that learning is a business process carried out by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with his environment.

In simple terms from the notion of learning as stated by the opinion above, it can be taken an understanding of the nature of learning activities is a change that occurs within the individual.

Meanwhile, Nurkencana (1986: 62) suggests that learning achievement is the result that has been achieved or obtained by children in the form of subject values. He added that learning achievement is a result that results in changes in the individual as a result of activities in learning.

After tracing the description above, it can be understood that learning achievement is the result or level of ability that has been achieved by students after participating in the teaching and learning process within a certain time in the form of changes in behavior, skills, and knowledge and then will be measured and assessed which is then realized in numbers or statement.

Reigeluth (2003: 59) suggests that learning achievement is an observable behavior that shows a person's abilities. Meanwhile, according to Sudjana (1990: 22), learning achievement is the abilities possessed by students after he receives his learning experience. In this case, Gagne and Briggs (1992: 76) state that learning achievement is the ability obtained by someone after following the learning process. That is, learning achievement is a change in behavior that is expected to be owned by students after the implementation of learning activities. Soedijarto (1993:25) defines learning achievement as the level of mastery of knowledge achieved by students in participating in teaching and learning programs by the educational goals set.

Muhibbin Syah (2004: 11) explains that learning achievement is the level of success of students in studying subject matter at school expressed in the form of scores obtained from test results regarding several certain subject matter. Meanwhile, Altbach, Arnove, and Kelly (1999: 201) state that learning achievement is only a measure of success in school, not including family and environmental success. Furthermore, Altbach, Arnove, and Kelly (1999: 202) argue that "achievement is the result of the educational process, namely self-adjustment, emotional change, or behavior change.

According to Bloom in Suharsimi Arikunto (1990:110) that learning outcomes are divided into three aspects, namely cognitive, affective and psychomotor. Based on this opinion, the notion of achievement in this study is the result achieved by students in the learning process.

There are several opinions of experts about the definition of learning according to Cronbach, Harold Spears, and Geoch in Sardiman A.M (2005:20) as follows:

1) Cronbach defines Learning as shown by a change in behavior as a result of experience, meaning that learning is showing a change in behavior as a result of experience.

2) Harold Spears defines learning as to observe, to read, to initiate, to try something themselves, to listen, to follow direction" meaning learning is to observe, read, initiate, try something yourself, listen, follow directions/directions.

To achieve student achievement as expected, it is necessary to pay attention to several factors that affect learning achievement, among others; factors contained within students (intrinsic factors), and factors that consist of outside students (extrinsic factors). Factors that come from within the child are biological, while factors that come from outside the child include family, school, community factors, and so on.

Syaiful Bahri Djamarah and Aswan Zain (2006, 120 - 121) revealed that measuring and evaluate the level of learning success can be done through learning achievement. Based on its objectives and scope, learning achievement tests can be classified into types of assessment, as follows:

- a. Formative test, this assessment can measure one or several specific subjects and the aim is to obtain an overview of students' absorption of the subject. The results of this test are used to improve the teaching and learning process within a certain time.
- b. Subsummative test, this test includes a certain number of teaching materials that have been taught in a certain time. The aim is to obtain an overview of student absorption to increase the level of student achievement. The results of this summative test are used to improve the teaching and learning process and are taken into account in determining report cards.
- c. Summative test, this test is held to measure students' absorption of the subject matter that has been taught for one semester, one or two lesson materials. The goal is to determine the level or level of student learning success in a certain learning period. The results of this summative test are used for grade promotion, ranking (ranking), or as a measure of school quality.

From the notion of success and learning, we can see that learning success is the achievement of a state of the change process, namely a change in behavior as a result of interaction with the environment in meeting the needs of life.

METHOD

This research was conducted at Ensino Basico Central 3^o Ciclo No. 8 Roluli, Remexio Sub-District, Aileu District. The population in this study were all 3rd-grade students at Ensino Básico Central 3^o Ciclo Roluli as many as 198 people. And the sample in this study was 66 students.

The analytical model used in this study is the technique of linear regression analysis. This technique is used to determine the accuracy of the predictions of the entire independent variable on the dependent variable. To find out the relationship between learning activities and learning achievement, we use the general equation of simple linear regression, namely:

$$y = a + bx$$

Information:

Y = subject in the predicted dependent variable

a = constant price (when X = 0)

b = regression coefficient (increase or decrease independent variable)

X = Subject of the independent variable

Technically, the value of b is a comparison between the length of the dependent variable line after the regression equation is found with: $a = Y - bX$.

Where the value of b is a function of the correlation coefficient. If the correlation coefficient is high, then the price of b is also large and vice versa. In addition, if the correlation coefficient is negative, then the price of b is also negative. To find the prices of a and b use the formula:

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n(\sum X^2) - (\sum X)^2}$$

$$b = \frac{(n)(\sum XY) - (\sum X)(\sum Y)}{(n)(\sum X^2) - (\sum X)^2}$$

To calculate the correlation between learning activities and learning achievement using the formula:

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{(\sum X^2 - (\sum X)^2)(\sum Y^2 - (\sum Y)^2)}}$$

(Sugiyono, 2007; 261 - 274)

For testing the significance of the correlation coefficient, in addition to using tables, you can use the t-test with the formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

RESULTS AND DISCUSSION

The data obtained in this study by distributing questionnaires that have been tested for validity and reliability, to the respondents so that they can respond according to the reality in the school. In this case, they can respond according to what they are experiencing. After that, the researchers collected the data and then tabulated it through Analysis with the help of the SPSS version 23 program. The results of data analysis with the SPSS program are as follows:

Correlation

Correlations			
		VariabelY	VariabelX
Pearson Correlation	VariabelY	1.000	.483
	VariabelX	.483	1.000
Sig. (1-tailed)	VariabelY	.	.000
	VariabelX	.000	.
N	VariabelY	66	66
	VariabelX	66	66

From the table above, it can be interpreted that the correlation between learning activities (Variable X) and learning achievement (Variable Y) is: 0.483 with a significance of Sig. = 0.000 < 0.05. This shows that there is a significant correlation of 0.483 between learning activities and student achievement.

Hypothesis Test (t Test)

To determine the significant effect of the independent variable, namely learning activities (X) on the dependent variable of learning achievement (Y) at Ensino Básico Central 3^o Ciclo No. 8 Roluli, For the t-test (t-test), that is by comparing the probability of tcount with the level of significance (0.005). It can be seen in the table below: To determine the significant effect of the independent variable, namely learning activities (X) on the dependent variable of learning achievement (Y) at Ensino Básico Central 3^o Ciclo No. 8 Roluli, For the t-test (t-test), that is by comparing the probability of tcount with the level of significance (0.005). It can be seen in the table below:

Tabel Uji Hipotesis (Uji t)

Model	Unstandardized Coefficients			T	Sig.
	B	Std. Error	Beta		
1	(Constant)	14.326	1.824	7.855	.000
	VariabelX	.369	.084	4.408	.000

The results of the analysis of the hypothesis above, that the degrees of freedom $df = n - k - 1 = 64$ at the 95% confidence level or an error rate of 0.05 from the calculation results obtained that the tcount value of 4.408 is greater than $t_{table} = 1.668$ at the error rate (5%) so that the null hypothesis is rejected and the alternative hypothesis (H_a) is accepted. The acceptance of H_a means that learning activities have a significant effect on learning achievement at Ensino Básico Central 3^o Ciclo No.8 Roluli.

In addition, the results of the analysis for the equation of a simple linear regression line with a simple linear regression equation in the Coefficients table above shows that $Y = 14.326 + 0.369X$

The interpretation of the regression line coefficient shows that if the learning achievement variable is constant at 14,326, if the learning activity variable (X) is increased by one unit, then the learning achievement variable (Y) can have a positive impact of 0.369.

While the coefficient (R) is used to determine the relationship between the independent variable and the dependent variable, if the correlation coefficient (R) is close to 1 then the relationship is very strong and unidirectional. If the correlation coefficient (R) is close to (-1) then the relationship is strong and in the opposite direction, whereas if the correlation coefficient (R) is 0 then the relationship is weak.

Tabel Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.483 ^a	.233	.221	3.015	1.931

From the results of the analysis, the correlation coefficient value (R) is 0.483. This value shows a positive influence and the relationship is strong and unidirectional, meaning that if there is an increase in the independent variable, namely learning activity (X), it will also be followed by an increase in learning achievement. at Ensino Basico Central 3^o Ciclo No. 8 Roluli in the case that if student

learning activities are increased, student learning achievement will also increase or vice versa

The coefficient of determination R^2 of 0.233 or 23.3% means that 23.3% of learning activities (X) determine the ups and downs of learning achievement at Ensino Básico Central 3^o Ciclo No.8 Roluli. Meanwhile, the remaining 76.7% was caused by factors that were not analyzed in this study, but learning activity did not have much effect on learning achievement so that the more influential were other independent variables that were not examined.

CONCLUSION

Based on the results of the analysis and discussion above, the authors can conclude that there is an influence between learning activities on student achievement at Ensino Básico Central 3^o Ciclo No. 8 Rolli - Aileu. This can be seen from the t-test value (t-test) showing the tcount value of 4.408 which is greater than the t-table of 1.668, so the alternative hypothesis (H_a) is accepted and H_o is rejected. Where for the equation of a simple linear regression line $Y = 14.326 + 0.369X$. The coefficient of determination R^2 of 0.233 or 23.3% means that 23.3% shows learning activities (X) determine the ups and downs of learning achievement at Ensino Básico Central 3^o Ciclo No. 8 Rolls. So it can be seen that learning activities (X) have a significant effect on learning achievement (Y) at Ensino Básico Central 3^o Ciclo No.8 Roluli with a coefficient of determination R^2 of 23.3% and the remaining 76.5% is influenced by other factors not examined in this study. this research.

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