

The Relationship of Student's Readiness in Learning With Student's Learning Achievement in History Class XI SMA Negeri Tegineneng

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ABSTRAK

Setiap siswa yang menempuh suatu jenjang pendidikan tentunya tidak akan lepas dari yang disebut prestasi belajar, karena prestasi tersebut merupakan hasil akhir yang diperoleh seorang siswa. Prestasi yang diperoleh tidak selalu tinggi, tidak jarang siswa menemukan siswa dengan prestasi belajar rendah. Sebesar apapun prestasi yang diperoleh tidak terlepas dari faktor-faktor yang mempengaruhi prestasi belajar itu sendiri. Banyak faktor yang mempengaruhi kinerja, baik faktor internal maupun eksternal. Salah satu faktor tersebut adalah kesiapan belajar. Berdasarkan hasil analisis data hasil penelitian dan analisis data kuantitatif dengan uji korelasi dan uji signifikansi, disimpulkan bahwa: "Ada hubungan yang positif dan signifikan antara kesiapan belajar dengan prestasi belajar mata pelajaran sejarah pada siswa kelas XI SMA Negeri. 1 Tegineneng pada tahun ajaran 2017/2018 ". Rumusan masalah dalam penelitian ini adalah, Adakah hubungan yang positif dan signifikan antara kesiapan belajar dengan prestasi belajar mata pelajaran sejarah pada siswa kelas XI di SMA Negeri 1 Tegineneng tahun pelajaran 2017/2018? Tujuan penelitian adalah untuk mengetahui ada tidaknya hubungan yang positif dan signifikan antara kesiapan belajar dengan prestasi belajar mata pelajaran sejarah pada siswa kelas XI SMA Negeri 1 Tegineneng tahun pelajaran 2017/2018. Metode yang digunakan adalah metode survei. Sampel penelitian diambil dengan menggunakan teknik random sampling. Data kesiapan belajar siswa diperoleh dari hasil angket dan data prestasi belajar diperoleh dari hasil tes akhir semester genap 2017/2018. Nilai koefisien korelasi sebesar 0,77 lebih besar dari nilai r tabel yaitu 0,230 yang menunjukkan bahwa terdapat hubungan yang positif antara kesiapan pembelajaran dengan hasil belajar dan hasil uji signifikansi.

Kata Kunci: Kesiapan belajar, Prestasi belajar, Sejarah

ABSTRACT

Every student who takes an education level, of course, will not be separated from what is called learning achievement, because this achievement is the final result obtained by a student. The achievement obtained is not always high, it is not uncommon for students to find students with low learning achievement. No matter how much the achievement is obtained, it cannot be separated from the factors that affect the learning achievement itself. There are many factors that influence performance, both internal and external factors. One of these factors is learning readiness. Based on the results of data analysis of research results and quantitative data analysis with correlation test and significance test, it was concluded that: "There is a positive and significant relationship between study readiness and learning achievement in history subjects for Class XI students at SMA Negeri 1 Tegineneng in the 2017/2018 academic year" . The formulation of the problem in this study is, Is there a positive and significant relationship between learning readiness and student achievement in history subjects in class XI at SMA Negeri 1 Tegineneng for the 2017/2018 academic year? The research objective was to determine whether there was a positive and significant relationship between learning readiness and student achievement in history subjects in class XI SMA Negeri 1 Tegineneng for the 2017/2018 academic year. The method used is a survey method. The research sample was taken using random sampling technique. Student learning readiness data were obtained from the results of questionnaires and learning

achievement data were obtained from the results of the end of even semester 2017/2018. The correlation coefficient value was 0.77 which was greater than the value of the r-table value, which was 0.230 which indicated that there was a positive relationship between readiness. learning with learning achievement and significance test results.

Keywords: Learning readiness, learning achievement, History

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I. INTRODUCTION

Gagne & Briggs in this case also saw the importance of active student learning in teaching. So what is important in teaching is not the teacher's efforts to convey the material, but how students can learn the material according to their objectives. This means that the teacher's efforts are only a series of events that can affect student learning. From the description above, it can be understood that the activity that stands out in learning is not the teacher, but the students. However, the role of a teacher is not left out, but changed. The teacher is not the conveyor of information, but acts as a director & facilitator of learning-director and provider of facilities for the learning process to occur. Number 20 of 2003 concerning the National Education System Chapter II Article 3 which states that: "National education has the function of developing and shaping the character and civilization of the nation which is beneficial in the context of the intellectual life of the nation, aiming at developing the potential of students to become human beings who believe and have faith in God. The One and Only, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. "

In all learning activities, maximum results will be achieved if everything is prepared in advance. Basically, readiness is a supporting factor for success in doing something, including learning, because there will be no maximum results without the preparation itself. Therefore, everything really needs to be prepared. A new person can learn when there is already "readiness" in him to learn something.

According to Djamarah (2002: 35) "readiness to learn should not only be translated as ready in a physical sense, but also interpreted in a psychological and material sense". Physical readiness, for example, in a healthy and fit body. Psychic readiness, for example, there is a desire to learn, to be able to concentrate, and there is intrinsic motivation. Material readiness, for example, has material to be studied or worked on in the form of reading books, lesson notes, and other learning materials. In Muhammad Ali (2010: 15) readiness readiness is the capacity both physically and mentally to do something. When students are ready to carry out the learning process, learning outcomes can be obtained properly. If student learning outcomes are good, it can be ensured that these students will also get good achievements. Conversely, if they are not ready, they will not get good results, if this happens then the student's achievement will decrease. Therefore, learning is carried out when individuals already have readiness.

In fact, from the past until now, there are still many students who are not ready when they are going to carry out learning activities, ranging from forgetting to do homework given by the teacher, not bringing a printed book, forgetting to bring a pen or other writing tool, to physical

conditions unhealthy which can interfere with the learning process. These indicators are several indicators in addition to other indicators that show that the student is not ready to learn. From year to year, since the researchers were still in elementary, junior high, high school to university, several indicators of unpreparedness are still visible and natural researchers.

He said there were still many students who had low learning outcomes in the History subject, if the student learning outcomes were low, it was certain that the level of student achievement in the History subject would be low. Some of the factors that affect student learning outcomes in history subjects, he said, are for the tenth grade, history subjects are still considered new because at the junior high school level they are studying social studies. In addition, students' motivation and interest in learning history are also lacking, they consider history learning to be boring and less interesting, so that some students become less active or passive when learning takes place. There are still some students who often forget to do assignments, and several other factors that indicate a lack of student readiness to learn.

According to Sukardi (2008: 33) states that a relationship is something that measures the degree of closeness (correlation) between two variables which are clearly related in literature or a problem to be researched. From the definition above, the researcher defines the relationship in the context of the study as a measure of the degree of closeness between two or more variables which can be measured by a valid instrument.

According to Slameto (2013: 2), "learning is a business process carried out by a person to obtain a whole new behavior change, as an achievement of his own experience in interaction with his environment". Meanwhile, Djamarah (2011: 13) states that learning is a unity of activities carried out by a person to obtain behavioral changes in the form of cognitive, affective and psychomotor abilities, where these changes occur due to the achievement of his own experience.

Based on some opinions of experts, it can be concluded that learning is a process that can produce change in a person where the change is in the form of a person's behavior and cognitive level as a form of development. Changes that occur in a person are relatively constant which are obtained from the results of their own experiences in interactions with their environment. A person's change occurs gradually, it can not be seen immediately after the learning process but can be seen at future opportunities as well.

Learning is a series of efforts made by someone to achieve the desired goals. In this endeavor, a person has his own way of gaining knowledge. Djamarah (2011: 27) describes 9 types of learning as follows: (1) learning the meaning of words; (2) cognitive learning, (3) learning to memorize; (4) theoretical study; (5) learning concepts; (6) learning rules, (7) learning to think; (8) learn motor skills; and (9) studying aesthetics.

The factors that influence learning can be classified into two, namely factors that come from within the student (internal factors) and factors that come from outside the student (external factors). This is described as mentioned by Djaali (2015: 99), the internal factor is health; intelligence; interest and motivation; how to learn.

The readiness of students to start learning at the beginning of the activity and during the learning process is very important to note. If this is ignored, students will experience learning difficulties. Readiness in learning is the condition of the student at that time starting learning. This can be seen when the teacher starts to say the opening greetings, the students are ready with their books and stationery, their attention is on the teacher. With this ready condition, the learning objectives that have been determined will be achieved.

Thorndike also said in Slameto (2010: 114) "readiness is a prerequisite for the next study". Meanwhile, Hamalik (2003: 41) "readiness is a state of capacity that exists in students in relation to certain teaching objectives". Soemanto (1998: 191) also stated that there are people who interpret readiness as someone's readiness or willingness to do something. An expert named Cronbach gave an understanding of readiness as all the qualities or forces that make a person react in certain ways.

According to KBBI, achievement is the result that has been achieved from what has been done. For example, academic achievement is the achievement of the results of the lessons obtained from learning activities in college. The nature of achievement in academia is cognitive and usually what is called achievement is intentionally determined by measurement and assessment. Winkel (1996: 226) argues that learning achievement is evidence of the success that someone has achieved. So learning achievement is the maximum result achieved by someone after carrying out learning efforts.

Based on the opinion of these experts, it can be concluded that learning achievement is a collection of student learning outcomes that have been calculated in such a way as to be issued in the form of rankings, rankings, report cards and issued in a certain period and is continuous. In other words, student learning achievement is a form of information about the development and success of students in taking education at school. The learning achievement achieved by students in school is one of the benchmarks for the subject matter received. Generally, learning achievement is the cognitive ability, skills and attitudes obtained by students after carrying out learning activities or the process of receiving knowledge conveyed by the teacher, so that they can apply knowledge it in everyday life.

II. RESEARCH METHODS

According to Sugiyono (2016: 117), "population is a generalization area consisting of objects / subjects that have certain qualities and characteristics that are determined by researchers to be studied and then draw conclusions." Arikunto (2010: 173), defines that "the population is the entire object of research". In this study, the population was students of class XI SMA Negeri 1 Tegineneng, totaling 127 students from 5 classes.

According to Sugiyono (2016: 118), the sampling technique is a sampling technique. To determine the sample, researchers used probability sampling with simple random sampling technique that will be used in the study. Random sampling can be done with random numbers, computers, or by lottery. Researchers in this case use a lottery, as a way of taking 52 pre-determined samples using the Issac and Michael tables. Prior to the draw, the researcher first made 27 raffle cards consisting of lifting 1-27 lottery cards with numbers / numbers 1-27 . Then the 27 lottery cards were rolled up and put in the lottery box to be shuffled and picked up by the researcher, to determine what absent numbers the class XI sample (population) should be.

III. RESULTS AND DISCUSSION

The research was conducted from 24 May 2017 to 31 May 2017 at SMAN 1 Tegineneng. This research was conducted by distributing questionnaires, with a total population of all class XI students of SMAN 1 Tegineneng. The distribution of questionnaires was carried out by asking for permission to allocate time from the hour of the subject examination so that the distribution of this questionnaire was carried out 2 times in the distribution period, once in each class XI. The results of this study are in the form of raw score data consisting of student learning readiness and student achievement.

The validity test was conducted in class XI Mipa 1 SMAN 1 Tegineneng with 12 students as respondents. The validity of the questions was processed automatically using the Product Moment formula in the SPSS 20 program. The validity of the questionnaire tested was a questionnaire consisting of 38 questions. N (number of students) - 2 = 10 and a significance of 5% of 10, the r -table is = 0.707 Results of the validity of the questionnaire.

The questionnaire that will be distributed to these students has previously been validated by a lecturer in the Guidance and Counseling Study Program, namely Ms. Diah Utaminingsih,

S.Psi., M.A., Psi. which he had previously recommended by Mr Drs. Maskun, M.H. as the researcher's academic supervisor. He is recommended to be the supervisor of the research questionnaire because he is a lecturer who can be said to be an expert in this field, besides that many students have also conducted questionnaire guidance to him.

The distribution of questionnaires is carried out during the first hour before students take the exam. The process of distributing questionnaires lasts 1-2 times 5 minutes per class. The results obtained from this study are descriptive quantitative data, namely students' learning readiness. Before the researcher entered the classroom to distribute questionnaires, the researcher first met the subject teacher, Mrs. Sri Purnamasari, S.Pd., M.M. as a civil servant teacher as well as a teacher in the field of history studies. Mrs. Sri directed me to meet Mr. Sabar Prayogo, S.Pd., M.Pd. As the head of the Examination Committee, in order to accompany the researcher in distributing questionnaires to each class.

Furthermore, the researcher entered the XI IPA 1 class room to spread out a questionnaire as a need for instrument validity. In it there are 26 students, then the researcher greets and introduces himself to the students and informs the aims and objectives of the researcher. After the introductory session, the researcher began to distribute by calling the name of the student who was the sample of the questionnaire research on the sample / student so that the researcher knew which student would be the sample. Then the researcher checked whether the questionnaire distributed to the respondents was sufficient or not. After it is confirmed that you have received a study readiness questionnaire, the researcher explains how to fill in the questionnaire and provides an explanation of the questionnaire. After it is expected that all students understand, the researcher begins to invite students to fill out the learning readiness questionnaire.

The second meeting was held on Friday, May 25 2018 in class XI IPS1 and XI IPS 2. The researcher entered the classroom at 07:15 WIB. To start the meeting, the researcher did the same thing at the previous class meeting, namely a self-introduction session and explaining the aims and objectives of the researcher. In class XI IPS 1 there are 25 students while in class XI IPS 2 there are 25 students as well. After it was confirmed that the respondent had received the entire questionnaire, the researcher began to explain the ways to fill in the questionnaire. after it was felt that there were no questions from the students, the researcher invited them to start filling out the questionnaire.

Readiness in learning is very important as a basis for teaching. When students are ready to carry out the learning process, learning outcomes can be obtained well. Conversely, if not ready, will not get good results. Therefore, teaching is carried out if individuals have readiness. Before distributing the questionnaire, the researcher has determined who will be the sample, through a draw that the researcher previously made based on the selected absent number. The researcher uses this method because it saves time and is more effective when in class the researcher only calls out the names of the absent numbers that are the research sample.

The Learning Readiness category uses data processing with a norm reference assessment (PAN) approach with an interval of learning readiness criteria. These steps are as follows:

Class table of learning readiness intervals

interval class	List of Frequency Distribution				
	F	Xi	Xi ²	F*Xi	F*Xi ²
58-61	3	59,5	3540,25	178,5	10620,75
62-65	4	63,5	4032,25	254	16129
66-69	14	67,5	4556,25	945	63787,5
70-73	5	71,5	5112,25	357,5	25561,25
74-77	6	75,5	5700,25	453	34201,5
78-81	11	79,5	6320,25	874,5	69522,75
82-85	9	83,5	6972,25	751,5	62750,25
amount	52	500,5	36233,75	3814	282573

Source: Results of year research data 2018

Based on the calculations and shown in the figure, it is stated that the t count falls in the significant acceptance area, so it can be stated that there is a significant relationship between learning readiness and learning achievement. So in conclusion the correlation coefficient between learning readiness and learning achievement of 8.53 is significant, meaning that the coefficient can be generalized or can apply to populations where a sample of 52 people was drawn.

Based on the results of the data analysis the researchers conducted, it was stated that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. so that it is known that "There is a positive and significant relationship between learning readiness and learning achievement in history subjects for Class XI students at SMA Negeri 1 Tegineneng for the 2017/2018 school year".

IV. CONCLUSION

Based on the analysis hypothesis between variable x, namely learning readiness with variable Y, namely learning achievement, it states that Ho is rejected and Ha is accepted which means "There is a positive and significant relationship between learning readiness and learning achievement in history subjects of Class XI students in SMA Negeri 1 Tegineneng Tahun Teachings 2017/2018 "So this research has answered the formulation of the problem posed by the researcher, namely whether there is a positive and significant relationship between Learning Readiness on the achievement of student achievement in class XI SMAN 1 Tegineneng in history subjects. This is in line with the opinion of Muhammad Ali (2010: 15) "if students are ready to carry out the learning process, then the learning outcomes can be obtained well".

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