



The Relationship Between Social Attitudes and Responsibilities Towards Geography Learning Outcomes

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ABSTRACT

The formulation of the problem in this study is whether there is a relationship between social attitudes and responsibility towards the results of studying geography in Class XI SMA Negeri 5 Banda Aceh. In particular, this study aims to determine whether there is a relationship between social attitudes and responsibility towards the results of studying geography in class XI students of SMA Negeri 5 Banda Aceh. This study uses a quantitative approach to the type of correlation research. The population in this study were geography students of Class XI at SMA Negeri 5 Banda Aceh, which consisted of 67 students. Data collection techniques are documentation and questionnaires. The data analysis technique used is multiple regression test and Spearman Rank correlation test. The relationship between social attitudes and learning outcomes is equal to 0.02. The relationship between responsibility and learning outcomes is -0.14. Based on the value of the relationship, social attitudes and responsibility with learning outcomes have a very weak relationship. Based on the results of processing and discussion, it can be concluded that there is no significant relationship between social attitudes and responsibility for geography learning outcomes for Class XI SMA Negeri 5 Banda Aceh.

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INTRODUCTION

Education is a threshold in carrying out a process that is carried out using certain methods so that an individual can gain understanding and knowledge as well as ways of behaving according to their needs (Syah, 2015: 10). Education has a purpose, which is to make students more competent in their fields. The function of national education in addition to developing the potential of intellectual intelligence, also wants this nation to be dignified and have noble morals, the concern is self-development that makes it a man of faith and piety and noble character, namely spiritual attitudes and social attitudes.

Social attitude is a person's awareness to behave in a certain way and in a certain environment towards social objects. This attitude is also not only expressed by oneself but also noticed and expressed by people in their environment. (Armo, Akhmad, & Tukiran, 2019: 60). So we can know that social attitudes are a person's tendency to act or react to a condition, environment, object, or other person whether it is pleasant or not, positive or negative and related to one's mental and emotional.

Based on data obtained by teachers in the field of Geography at SMA Negeri 5 Kota Banda Aceh, the learning outcomes of grade XI students in Geography subjects on average are still relatively low. The average daily test of grade XI students in geography subjects for the even semester of the 2022/2023 academic year is the highest at 78 and the lowest is 70, while the KKM for geography subjects at SMA Negeri 5 Banda Aceh is 72. Thus, there are still students who score below the average minimum completeness criteria in each class.

This is because one of the causative factors can occur due to social attitudes and student responsibility towards geography subjects also affects the completeness of learning outcomes.

Responsibility is the awareness of students in carrying out the learning process both consciously, orally, and in writing". A responsible individual is an individual who can fulfill himself, and can fulfill his responsibilities to the surrounding environment well. The person in charge knows how to be fair, striving for everyone to have their share.

According to Susanto (2013: 5) Learning outcomes are a process to see the extent to which students can master learning after participating in teaching and learning process activities, or the success achieved by students after participating in learning activities marked by certain numbers, letters, or symbols that have been agreed upon by the education provider.

METHOD

This study uses a quantitative approach with a type of correlation (relationship) research. Data collection techniques used documentation and questionnaires". The place of this research was carried out at SMA Negeri 5 Banda Aceh. The time for this research to be carried out is in January 2023 odd semester. Sugiyono (2017: 61) stated that "Population is a generalized area consisting of objects / subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions". The population determined in this study is class XI geography students of SMA Negeri 5 Banda Aceh, totaling 67 students, as presented in Table 3.1 below

Table 1.
Class XI Student Population of SMA Negeri 5 Banda Aceh

No	Class	Students
1	XI IPS 1	25
2	XI IPS 2	22
3	XI IPS 3	20
Total	Total	67

Source: SMA Negeri 5 Banda Aceh

In determining the research sample, if the subjects are less than 100 it is better to take them all, if the subjects are larger or more than 100 people can be taken 10-15% or 20-25% (Arikunto, 2012: 174). So the sample in this study was taken entirely the number of students, which was as many as 67 students. Research instruments that have been prepared must first be tested for validity and reliability in order to determine the level of validity and reliability of an instrument so that it is qualified to provide valid and reliable research data.

1. Instrument Validity Test

According to (Arikunto, 2012: 211). "A measure indicating the levels of validity or validity of an instrument that is valid or valid has high validity.". Test validity using the *product moment correlation* formula as follows:

$$r_{xy} = \frac{n(\sum XiYi) - (\sum Xi)(\sum Yi)}{\sqrt{(n(\sum Xi^2 - \sum Xi)^2) (n(\sum Yi^2 - \sum Yi)^2)}}$$

Information:

n = Number of respondents

x = Variable score (respondent's answer)

y = Total score of variables for respondents to -n

The test criteria is that this instrument is said to be valid if $r_h > r_t$, and besides that it is not valid (Ridwan and Sunarto, 2017: 353).

2. Instrument Reliability Test

Reliability relates to the consistency and stability of the finding data. A reliable instrument is an instrument that when used several times will produce the same data (Sugiyono, 2017: 364). Formula K-R 20:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum pq}{V_t} \right) \quad (\text{Siregar, 2017:111})$$

Information:

- r11 = Overall instrument reliability coefficient
- p = Proportion of subjects who answered the item correctly
- q = Proportion of subjects who answered the item incorrectly (q=1-p)
- $\sum pq$ = Number of multiplication results between p and q
- k = Number of question items
- V_t = Total variance

The criteria for a research instrument are said to be reliable if the result of the K-R coefficient 20 (r_{11}) > 0.7, then it can be stated that the question item is reliable (valid). Conversely, if the value is 0.7, the question item is declared unreliable (Siregar, 2017: 111). $r_{11} \leq .$ According to Siregar (2017: 125) "In quantitative research, data analysis activities include data management and data presentation, performing calculations to describe data and testing hypotheses using statistical tests".

RESULTS AND DISCUSSION

Astronomical and geographical location

Astronomically, SMA Negeri 5 Banda Aceh is located at 5030'34" – 50 34'34" LU and 950 0'22" – 95088'22" BT. Geographically, the location of SMA Negeri 5 Banda Aceh is:

1. The west side is bordered by SMP Negeri 8 Banda Aceh.
2. The east is bordered by the USK Postgraduate Building.
3. The north side is bordered by UIN AR-Raniry Campus.
4. The south side is bordered by the USK Disaster Master Building.

For more details, the astronomical and geographical location of research at SMA Negeri 5 Banda Aceh can be seen in Figures 1 and 2,

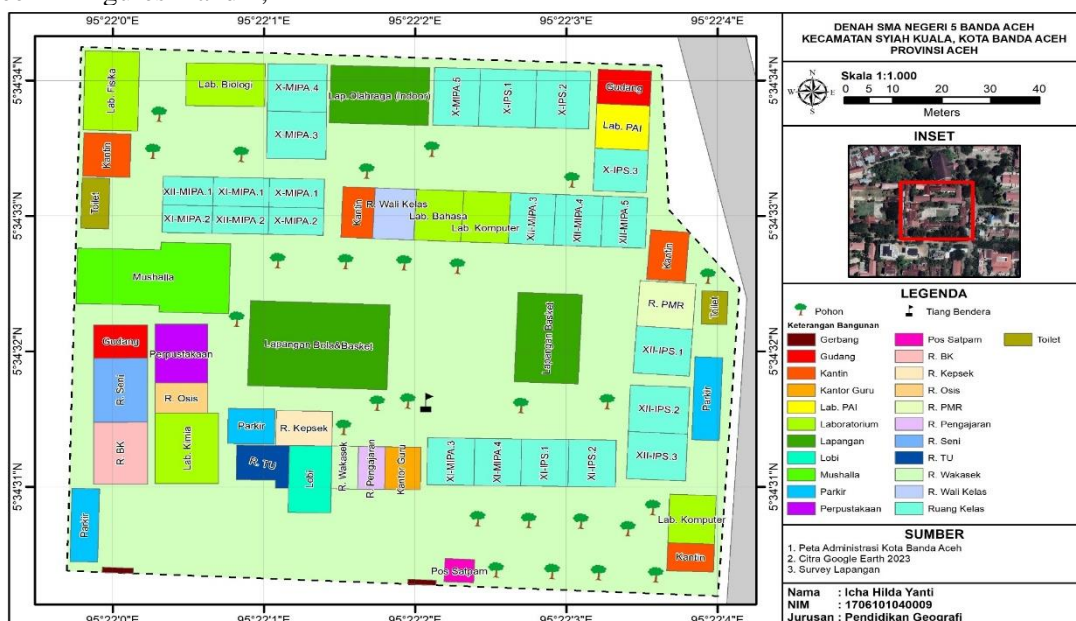


Figure 1. Floor Plan of SMA Negeri 5 Banda Aceh

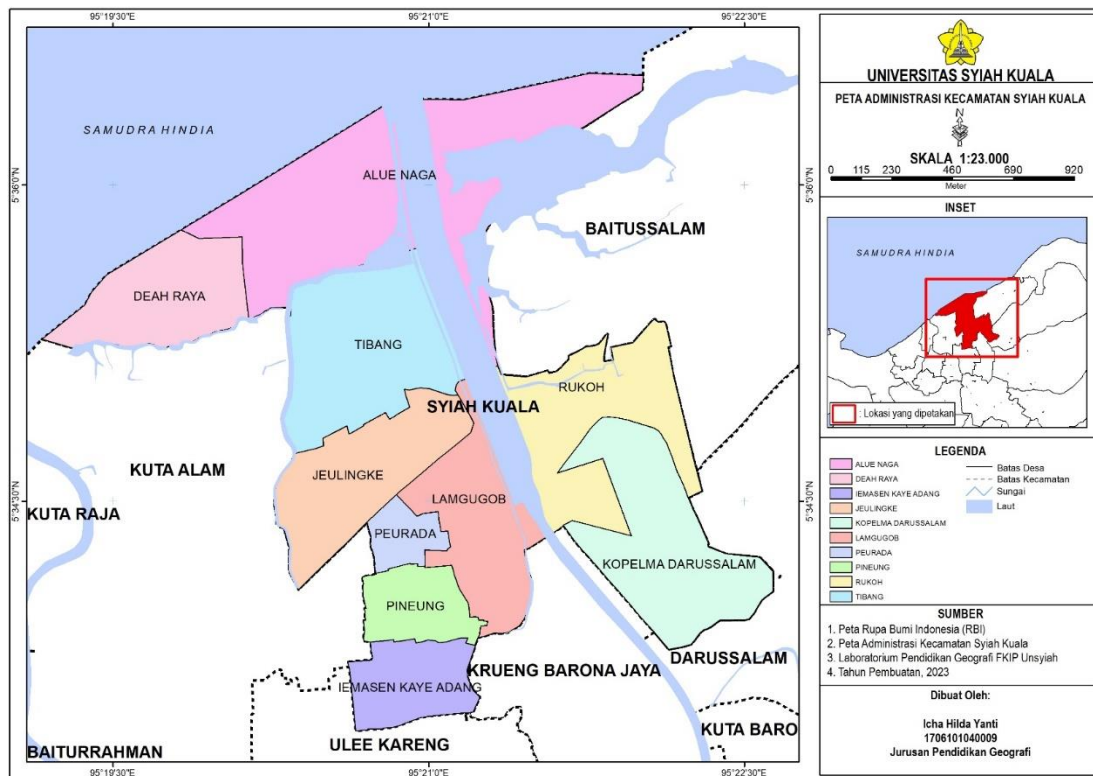


Figure 2. Map of Syiah Kuala District

Research Results

The validity and reliability test was carried out by distributing 25 questions for the social attitude variable (X1) and 16 questions for the responsibility variable (X2) to 29 respondents. The following are the results of testing the validity and reliability of social attitude instruments (X1) and responsibility (X2).

Instrument Validity Test

Test the validity of the research instrument for social attitude variables using the *Product Moment correlation formula* by comparing r_{count} and r_{table} . The value of r_{table} at a significant level of 5% can be seen in appendix 3 obtained $r_{table} = 0.38$. Test criteria, if r_{count} is greater than r_{table} ($r_h > r_t$) then the question item is said to be valid. To facilitate the validity test, a validity test helper table is carried out in annex 2. Furthermore, the calculation of the calculated value (r_h) in statement item number 1 is carried out using the *Product Moment* correlation formula with the help of a table as presented in table 2.

Table 2.
Tabulation of Validity Test of Statement Instrument Number 1

Respond	X	Y	XY	X ²	Y ²
1	4	94	376	16	8836
2	4	75	300	16	5625
3	4	80	320	16	6400
4	3	76	228	9	5776
5	1	53	53	1	2809
6	3	65	195	9	4225
7	3	90	270	9	8100
8	4	75	300	16	5625
9	2	68	136	4	4624

10	3	81	243	9	6561
11	3	70	210	9	4900
12	3	75	225	9	5625
13	4	80	320	16	6400
14	3	75	225	9	5625
15	3	75	225	9	5625
16	2	74	148	4	5476
17	4	93	372	16	8649
18	3	70	210	9	4900
19	3	61	183	9	3721
20	3	75	225	9	5625
21	3	80	240	9	6400
22	4	88	352	16	7744
23	3	85	255	9	7225
24	4	87	348	16	7569
25	3	70	210	9	4900
26	3	68	204	9	4624
27	4	68	272	16	4624
28	3	83	249	9	6889
19	3	79	237	9	6241
Sum	92	2213	7131	306	171343

Source: Research result, 2023

Based on Table 2, X is the sum of the question item scores, Y is the total score, XY is the sum of multiplications between X and Y scores, and X² is the sum of squares of item scores. Y² is the sum of the squares of the total score. Then the next step is to determine the calculation using the *Product Moment* correlation formula as follows.

$$r_{hitung} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\} \{N(\sum Y^2) - (\sum Y)^2\}}}$$

$$r_{hitung} = \frac{29(7131) - (92)(2213)}{\sqrt{\{29(306) - (92)^2\} \{29(171343) - (2213)^2\}}}$$

$$r_{hitung} = \frac{3203}{\sqrt{29346980}}$$

$$r_{hitung} = \frac{3203}{5417,29}$$

$$r_{hitung} = 0,59$$

The calculation results above show that the value of rcalculate (rh) = 0.59. Then rh compared to rt at a significant level of 5% obtained rt = 0.38. An instrument is said to be valid if rh > 0.38. Since rh > rt it can be concluded that statement item number 1 is valid.

Testing the validity of the instruments in questions number 2 to 25 is carried out in the same way and the test results can be seen in Table 4.6.

Table 3.
Tabulation of Research Instrument Validity Test Results

No. Item	ΣX	ΣY	ΣX ²	ΣY ²	ΣXY	r _{hitung}	r _{tabel}	Information
1	92	2213	306	171343	7131	0,59	0,38	Valid
2	85	2213	263	171343	6595	0,59	0,38	Valid
3	84	2213	262	171343	6507	0,45	0,38	Valid
4	84	2213	258	171343	6503	0,49	0,38	Valid
5	91	2213	297	171343	7034	0,53	0,38	Valid
6	81	2213	241	171343	6295	0,60	0,38	Valid
7	91	2213	291	171343	6984	0,34	0,38	Tidak Valid

8	91	2213	297	171343	7039	0,56	0,38	Valid
9	96	2213	330	171343	7438	0,65	0,38	Valid
10	92	2213	300	171343	7060	0,28	0,38	Tidak Valid
11	87	2213	273	171343	6752	0,66	0,38	Valid
12	83	2213	255	171343	6473	0,67	0,38	Valid
13	87	2213	277	171343	6768	0,65	0,38	Valid
14	84	2213	264	171343	6569	0,70	0,38	Valid
15	89	2213	289	171343	6911	0,60	0,38	Valid
16	89	2213	285	171343	6911	0,70	0,38	Valid
17	98	2213	346	171343	7605	0,66	0,38	Valid
18	97	2213	337	171343	7486	0,48	0,38	Valid
19	94	2213	316	171343	7294	0,72	0,38	Valid
20	90	2213	296	171343	6997	0,64	0,38	Valid
21	85	2213	263	171343	6523	0,20	0,38	No Valid
22	87	2213	271	171343	6682	0,27	0,38	No Valid
23	79	2213	233	171343	6116	0,42	0,38	Valid
24	100	2213	354	171343	7708	0,51	0,38	Valid
25	77	2213	229	171343	5962	0,35	0,38	No Valid

Source: Research result 2023

The results and discussion are as much as 50-75% of the article length. Results are the main part of scientific articles that contain the results of data analysis and results of hypothesis testing. To clarify the results verbally the data can be presented in the form of tables or pictures (graphs are categorized as pictures). The title of the table is placed at the top, composed of three horizontal lines, without vertical lines. The title of the image is written at the bottom. The discussion is the most important part of the entire contents of scientific articles, containing answers to research problems, interpreting findings, integrating asian findings from research into existing knowledge collections, compiling new theories or modifying existing theories.

The results and discussion writing using Times New Roman, 11 pts, and single space. The beginning of each paragraph is typed indented 1 cm. Between the first paragraph and the main chapter is separated by one tap. The numbering of chapters, sub chapters, and so on is adjusted. All of figures and tables should be given continuing numbers and must be referred in the article.

Discussion

Based on the results of data analysis, the multiple regression equation shows that $Y = 45.16 + 0.14X_1 - 0.18X_2$. This means that social attitude variables have a positive influence on learning outcomes with a regression coefficient of 0.14. These results show that indicators of social attitudes consisting of honesty, discipline, tolerance, mutual assistance, courtesy or courtesy, and self-confidence have no effect on learning outcomes. One indicator of social attitudes that can be seen is discipline, where a student with a disciplined attitude does not mean always disciplined when he is in learning or outside learning. A student can be disciplined when he joins an organization. But where the organization he participated in made him undisciplined in classroom learning, so his learning outcomes were also low.

While the responsibility variable has a negative influence on student learning outcomes with a regression coefficient of -0.18. The relationship between responsibility and learning outcomes was low and there was no influence between the two variables. This means that the responsibilities at SMA Negeri 5 have no effect on learning outcomes. These results show that indicators of responsibility consisting of being active in learning, completing individual tasks on time, playing an active role in group tasks, and daring to do something without being told have no effect on learning outcomes. One indicator of responsibility that can be seen is being active in learning. Where a student at the school is not active in learning, but is more active in an organization or extracurricular activities at school and does not focus on learning, so that the student misses the learning material, which affects learning outcomes, and it is found that the learning outcomes are low.

From the correlation analysis, *spearman rank* shows that the variables social attitude and responsibility do not have a meaningful relationship. However, when viewed from the strength of the relationship between variables partially, it shows that the relationship between social attitudes and student learning outcomes is

0.02. Both variables show a very weak relationship so that it has little meaning, this is corroborated from the results of the significance test which shows that the zcalculate value of 0.14 is smaller than the ztable of 1.96. Nevertheless, the two variables still showed a positive relationship. Students who have good social attitudes have higher learning outcomes than students who are less good in their social attitudes.

Furthermore, for the variables of responsibility and student learning outcomes showed a relationship of -0.14, meaning that the two variables had a negative and very weak relationship. The variable of responsibility has a major influence on learning outcomes, that is, when responsibility increases, student learning outcomes decrease. This led to the rejection of the research hypothesis that responsibility has a positive relationship with learning outcomes.

CONCLUSION

According to the purpose of this study is to determine the relationship between social attitudes and responsibilities with the learning outcomes of grade XI students of SMA Negeri 5 Banda Aceh and based on the results of data processing and discussion, it can be concluded that there is no significant relationship between social attitudes and responsibilities with the learning outcomes of grade XI students of SMA Negeri 5 Banda Aceh. The relationship between social attitudes and learning outcomes is 0.02. While the relationship between responsibility and learning outcomes is -0.14. Based on the value of the relationship, social attitudes and responsibilities with learning outcomes have a very weak relationship. So, low learning outcomes have no effect on social attitudes and responsibilities. Based on the conclusions above, it is recommended:

1. Social attitudes and responsibilities have an insignificant relationship with learning outcomes. Therefore, improving student learning outcomes can be done with other factors both internal and external while still prioritizing improving social attitudes and responsibilities.
2. It is expected to the reader, to conduct further research using broader variables so that learning outcomes problems can be known in more detail and followed up properly.
3. It is expected that schools will be more strict with students in implementing school rules and regulations.

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