

The Influence of Learning Models Shopping Window and Learning Motivation Pancasila Education Learning Achievements

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Abstract

Teachers must play a role and try to be creative in the learning process which makes student learning enjoyable, fosters interest and motivation, is active and reduces boredom. One of them is by using a learning method or model approach in class VII of SMP Negeri 1 Plaosan which is different from what is usually done in schools with the hope that learning will be more meaningful, involving student activities so that students feel fun in learning Pancasila Education. One model that encourages active student participation in groups is the Window Shopping learning model. This learning model is a learning model based on group work by going around looking at the work of other groups to broaden their horizons. Students who have motivation to learn will have more influence on the level of comprehension of the lesson material presented by the teacher to carry out more effective learning tasks. Students' motivation will further develop if they can receive learning well and have a high sense of curiosity. This research aims to determine the influence of the Window Shopping learning model and partial and simultaneous learning motivation on Pancasila Education learning achievement. This research uses multiple linear regression analysis techniques by taking the object of research as class VII students at SMP Negeri 1 Plaosan. The results of the research show that there is an influence of the Window Shopping learning model and learning motivation both partially and simultaneously on the Pancasila Education learning achievement of class VII students at SMP Negeri 1 Plaosan Kab. Magetan.

Keywords: Window Shopping Learning Model; Learning Motivation; Learning Achievement.

Introduction

Learning achievement is closely related to learning. Things that influence learning achievement can come from within (internal) the individual and from outside (external) the individual which is influenced by factors from within the individual, consisting of physiological and psychological factors. Physiological factors are physical conditions and the five senses, while psychological factors are talent, interest, intelligence, achievement motivation and cognitive abilities. Other factors are external to the individual, consisting of environmental factors and instrumental factors. Environmental factors are the social environment and natural environment, while instrumental factors are curriculum, materials, teachers, facilities, administration and management (Purwanto, 2010).

Meanwhile, Syah (2012) also divides the factors that influence learning achievement into three types, namely:

- 1) Internal factors, including the physical and spiritual condition of students,
- 2) External factors, namely environmental conditions around students.
- 3) The learning approach factor, is a type of student learning effort which includes the strategies and methods used by students to learn lesson materials.

In overcoming this problem, one of the efforts he made was to create variations in learning in class VII of SMP Negeri 1 Plaosan Kab. Magetan, namely by using a different approach, model or learning method from what is usually done in the school, namely conventional learning where learning activities are still dominated by the role of the educator. Therefore, an appropriate learning approach, model or model is needed so that the expected

learning becomes more meaningful, involving student activity so that students find learning enjoyable and makes students more motivated to deepen their ability to absorb the learning material.

An important aspect that also influences the learning process is motivation (Soekamto and Winataputra, 1997). This is because learning motivation plays an important role in providing passion and enthusiasm for learning, so that students who have high motivation will have strong energy to learn. Apart from that, motivation will provide clear direction in learning activities, so that students who have high motivation will have two strong wings to achieve high levels of achievement, namely the energy wing and the goal wing (Winkel, 1996).

According to Slameto, (2020), learning motivation is influenced by three components, namely:

- 1) Cognitive drive, namely the need to know, understand and solve problems. This encouragement arises in the process of interaction between students and the task/problem.
- 2) Self-esteem, namely the existence of certain students who study diligently and carry out tasks not primarily to gain knowledge or skills, but to gain status and self-esteem.
- 3) The need for affiliation, namely the need to master study/learning materials with the intention of getting validation from other people/friends. This need is difficult to separate from self-esteem.

Students who have high learning motivation will have a greater influence on the level of comprehension of the lesson material presented by the teacher to carry out learning tasks more effectively so that they can improve their learning achievement. Optimal student learning achievement requires student motivation in choosing the model that will be applied in the learning process in class VII SMP Negeri 1 Plaosan Kab. Magetan. The learning model that can be applied in Pancasila Education learning is Window Shopping or Knowledge Shopping, where with this model students will be enthusiastic and more active and motivated in actively participating in Pancasila Education learning, so that learning achievement can increase.

Based on the findings of the problems

above, it is hoped that teachers will participate and try to be creative in the learning process which makes student learning enjoyable, fosters interest and motivation, is active and reduces boredom. One of them is by using a different approach or learning model from what is usually done in schools with the hope that learning will be more meaningful, involving student activities so that students feel fun in learning Pancasila Education. There is one learning model that can be used, namely the cooperative learning model, this model is a learning model where students study in groups who have different levels of ability. One model that encourages active student participation in groups is the Window Shopping learning model. This learning model is a learning model based on group work by going around looking at the work of other groups to broaden their horizons (Revianto, 2021).

Literature Review

Learning Achievement

Achievement is the final success obtained after going through a long learning process. The results referred to here are such as high grades, champions in the class. A person obtains all of this after trying hard to study lessons seriously, without giving up and accompanied by prayer. Usually achievements will be obtained at the end of the activity, such as in class the teacher will usually give an assessment at the end of the semester, after the final exam. Students will be more diligent in learning after being introduced to the achievements they have achieved (Pertiwi, 2021).

Learning achievement is usually measured by exams or continuous assessment but there is no general agreement on how best to be tested or which aspects are most important. Student academic achievement is usually measured by teachers using teacher-made tests or standardized tests. Learning achievement is a measure of student success so it is necessary to study aspects that can support increased learning achievement and the quality of education in Indonesia (Adiputra and Mujiyati, 2017).

To measure achievement, the learning system must evaluate learning outcomes. To determine the level of achievement of educational goals, it is necessary to carry out an evaluation, that evaluation is the process of giving meaning or determining the quality of measurement results by comparing the measurement results with certain criteria. In essence, evaluation is a systematic and continuous process to determine the quality of something, based on consideration of certain criteria in the context of making a decision (Agustin, Suryono and Yuliandari., 2017).

According to the author, learning achievement is the result obtained by students after carrying out a series of learning over a certain period of time in the form of numbers in report cards or in other achievements, such as competitions.

Learning achievement is closely related to learning. Things that influence learning achievement can come from internal the individual and from external the individual. The following are factors that influence learning achievement (Purwanto, 2010).

- a) Factors from within the individual, consisting of physiological and psychological factors. Physiological factors are physical conditions and the condition of the five senses, while psychological factors are talent, interest, intelligence, achievement motivation and cognitive abilities.
- b) Factors from outside the individual, consisting of environmental factors and instrumental factors. Environmental factors are the social environment and natural environment, while instrumental factors are curriculum, materials, teachers, facilities, administration and management.

Shah (2012: 145), also divides the factors that influence learning achievement into three types, namely:

- a) internal factors, including the physical and spiritual condition of students,
- b) external factors, namely environmental conditions around students.
- c) learning approach factor, which is a type of student learning effort which includes the strategies and methods used by students to learn lesson materials.

Learning Motivation

Motivation to learn is important for students and teachers. The importance of learning motivation for students is (Dimiyati & Mudjiono, 2013):

- a) Awareness of the position at the beginning of learning, the process and learning outcomes.
- b) Provide information about the strength of learning effort, compared with peers, as an illustration, if it is proven that a student's learning effort is inadequate, then he/she tries as diligently as his/her friends who study and succeed.
- c) Directing learning activities.
- d) Raising enthusiasm for learning.
- e) Be aware of the existence of learning and work journeys in between continuous rest or play. Individuals are trained to use their strengths in such a way that they can succeed.

Learning motivation is important for a teacher to know. Knowledge and understanding of students' learning motivation is useful for teachers. These benefits include:

- a) Arouse, increase and maintain students' enthusiasm for learning until they are successful, raise students if they are not enthusiastic, increase if their enthusiasm for learning fades, and maintain if their enthusiasm is strong to achieve learning goals. Gifts, praise, encouragement or motivational triggers can be used to fuel enthusiasm for learning.
- b) Knowing and understanding students' learning motivation in class.
- c) Increasing and sensitizing teachers to choose one of various roles, such as advisor, facilitator, instructor, discussion partner, encourager, gift giver, or educator.
- d) Give teachers opportunities to "show off" pedagogical engineering. The teacher's job is to make all students successful. The professional challenge actually lies in changing students who are not interested into being enthusiastic about learning, changing intelligent students who are indifferent to being enthusiastic about learning.

So, it can be concluded that learning motivation is a way for students to improve themselves in learning, where this learning motivation can come from outside and from

within the student. Students' internal learning motivation is the student's intention to achieve achievement, while external learning motivation is support from outside such as family, friends, etc.

According to Slameto, (2020), learning motivation is influenced by three components, namely:

- a) Cognitive drive, namely the need to know, understand and solve problems. This encouragement arises in the process of interaction between students and the task/problem.
- b) Self-esteem, namely that there are certain students who study diligently and carry out tasks not primarily to gain knowledge or skills, but to gain status and self-esteem.
- c) The need for affiliation, namely the need to master the study/learning material with the intention of getting validation from other people/friends. This need is difficult to separate from self-esteem.

Windows Shopping Learning Model

Window Shopping is a service strategy based on group work by carrying out activities such as shopping around looking at the work of other groups to gain insight. The work can be attached to the wall or on the window. This visiting activity is not just about looking around, but students are asked to observe and record the results of other groups' work (Istianingsih, 2018). Students can learn actively and dynamically. Two people from each group look after their work (guard the stand). Other group members visit the work of other groups (shopping) by providing comments and assessments, so that each participant in the group can spark their creativity. Learning like this can create a pleasant situation, but is still effective according to the learning objectives achieved (Rahma, 2017).

In the learning process, a teacher is the spearhead for building students' nationalist attitudes, but because the learning methods and media used are less varied, students become bored with participating in the learning process (Nuryadi and Widiatmaka, 2022). Teachers who are sincere in teaching well and sincerely guide their students so that they are able to make achievements during the

pandemic. Students who study seriously with all their abilities for the good name of the nation and state. Not only that, a sense of nationalism can also be built through student work entitled fighting spirit for the country (Suryono and Raharjo, 2020).

The objectives of the Window Shopping learning model include (Mustopa, 2020):

- a) Attract students to the topic to be studied.
- b) Give students the opportunity to demonstrate knowledge and beliefs about the topic being discussed (true or false).
- c) Encourage students to discover things that are deeper than the knowledge they have acquired.
- d) Enable students to develop knowledge and skills to think, research, communicate, and collaborate to gather new information.
- e) Provide opportunities for students to select, obtain, and present information about their new understanding.
- f) Let students choose how they demonstrate what they learn (understanding, skills, attitudes, and values).

Based on the experts' explanations, it can be concluded that Window Shopping is a learning model that prioritizes students in learning, where learning activities are like people going around a place to see and understand the material from each group of presenters.

Method

Setting and Participant

In this research, research methods are used with a quantitative approach, because in this research the data is in the form of numbers, as explained by Sugiyono (2017), it is called a quantitative method because the research data is in the form of numbers and the analysis uses statistics. The method used in this research is descriptive and verification methods. According to Sugiyono (2017), descriptive research is research conducted to determine the value of independent variables, either one variable or more without making comparisons or connecting one variable with another variable.

In this research, data was collected by distributing questionnaires to samples taken randomly from the existing population. After

the data is obtained, it will be presented descriptively and then an analysis of the initial hypothesis that has been proposed will be carried out using data analysis and hypothesis testing techniques.

Data Collection

In this research, researchers collected data using the following techniques:

a) Documentation

In this research, one of the techniques used in data collection is documentation techniques. According to Sugiyono (2017) the documentation method is "looking for data regarding things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, notes, agendas, and so on". Documentation data collection in this research was carried out by collecting data on student exam scores for class VII Pancasila education subjects at SMP Negeri 1 Plaosan Magetan.

b) Questionnaire

According to Sugiyono (2017) a questionnaire or questionnaire is "a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer". Questionnaires are carried out if the data you want to obtain is in quantitative form so a tool in the form of a questionnaire is needed. In this research, the technique used was distributing questionnaires or questionnaires. The questionnaire in this research is in the form of statement items that are given to students to fill in to measure students' learning motivation, by providing a check mark (✓) on the options provided.

c) Observation

Data collection techniques using observation are used if the research concerns human behavior, work processes, natural phenomena and if the number of respondents observed is not too large (Sugiyono, 2017). This data collection technique was used to measure the level of implementation of the Window Shopping learning model which was carried out in the learning process for class VII Pancasila Education subjects at SMP Negeri 1 Plaosan Magetan.

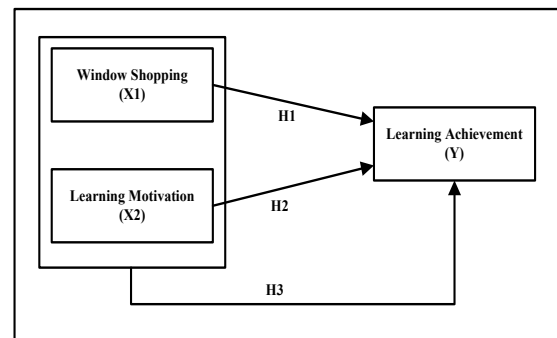


Figure 1. Research Framework

Result and Discussion

Research Result

1. Instruments Research Test

a) Data Validity Test

Table 1. Data Validity Test

<i>Correlations</i>		
Windows Shopping	0.834 > 0.306 Sig. (2-tailed) 0.000 < 0,05	Valid
Motivasi Belajar	0.438 > 0.306 Sig. (2-tailed) 0.000 < 0,05	Valid
Prestasi Belajar	0.858 > 0.306 Sig. (2-tailed) 0.000 < 0,05	Valid
N		28

Based on the results of the data validity test for the Windows Shopping, Motivation and Learning Achievement variables, the $r_{\text{value}} > r_{\text{table}}$ value was 0.306 and the Sig. $0.000 < 0.05$. This result concludes that all variables are valid.

b) Data Reliability Test

Table 2. Data Reliability Test

<i>Reliability Statistics</i>	
Cronbach's Alpha	N of Items
0.753	3

Based on the results of the reliability test above, the Cronbach's Alpha value was 0.753 > 0.06, which means that the data is reliable.

2. Test Prerequisite Assumptions

a) Test Normality Test

Based on the normality test, it is carried out to test whether in a regression model, an independent and dependent variable or both have a normal or abnormal distribution. If a variable is not normally distributed, then the results of the statistical test will decrease (Ghozali, 2016). In the data normality test carried out using the one sample Kolmogorov

Smirnov test, it was found that the significance value was above 5% or 0.05 for all variables, so it was concluded that all data was normally distributed.

b) Linearity Test

Based on the results of the linearity test above, the Sig value is obtained. < 0.05 , then there is a linear relationship between the independent variable and the dependent variable

3. Hypothesis Testing (Multiple Linear Regression)

a) Independent Samples Test (T Test)

Table 3. Independent Samples Test (T Test) Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.056	1.207		.875	.390
Windows Shopping	2.831	.072	.610	39.438	.000
Motivasi	1.104	.030	.566	36.625	.000

a. Dependent Variable: Prestasi Belajar

1) The influence of the Windows Shopping variable on Learning Achievement
Based on the t test results above, the Sig value is obtained. equal to $0.000 < 0.05$, it can be interpreted that there is a significant influence of the Windows Shopping variable on Learning Achievement.

2) The influence of the learning motivation variable on learning achievement
Based on the t test results above, the Sig value is obtained. equal to $0.000 < 0.05$, it can be interpreted that there is a significant influence of the learning motivation variable on learning achievement.

b) One Way Anova Test (F Test)

Table 4. One Way Anova Test (F Test) ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1324.007	2	662.003	2577.145	.000 ^b
Residual	6.422	25	.257		
Total	1330.429	27			

a. Dependent Variable: Prestasi Belajar

b. Predictors: (Constant), Motivasi, Windows Shopping

Based on the simultaneous test results above, the Sig value was obtained. equal to $0.000 < 0.05$, it can be interpreted that there is a significant simultaneous influence of the

variables Windows Shopping and Learning Motivation on Learning Achievement.

c) Termination Coefficient Test (R^2)

**Table 5. Termination Coefficient Test (R²)
Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.998 ^a	0.995	0.995	0.50683

a. Predictors: (Constant), Motivasi, Windows Shopping

b. Dependent Variable: Prestasi Belajar

Based on the results of the coefficient of determination test above, an R² value of 0.995 is obtained, which means that all independent variables (Windows Shopping and Learning Motivation) have an influence of 99.5% on Learning Achievement and the remainder can be influenced by other variables not discussed in this research.

Discussion

- 1) The influence of the Window Shopping learning model on the learning achievement of class VII Pancasila Education at SMP Negeri 1 Plaosan Kab. Magetan

Based on the results of the t test, it was concluded that there was a significant influence of the Windows Shopping variable on Learning Achievement, because the results of the t test obtained a Sig value. $0.000 < 0.05$. These results are supported by the research results of Apriana (2020). In his research, the Window Shopping learning model was used to see improvements in junior high school students' learning outcomes with this type of PTK research. The results of this research state that there is an influence and improvement in student learning outcomes using the Window Shopping learning model

- 2) The influence of learning motivation on the learning achievement of Pancasila Education for class VII students at SMP Negeri 1 Plaosan Kab. Magetan

Based on the results of the t test, it was concluded that there was a significant influence of the learning motivation variable on learning achievement, because the t test results obtained a value of Sig. $0.000 < 0.05$. These results are in line with the theory from Hatimah (2022) which states that the application of the window shopping type cooperative learning model has a positive influence, namely it can increase students' learning motivation so that both aspects can

simultaneously improve students' learning achievement.

- 3) The influence of the Window Shopping learning model and learning motivation on the Pancasila Education learning achievement of class VII students at SMP Negeri 1 Plaosan Kab. Magetan

Based on the simultaneous test results above, the Sig value was obtained. equal to $0.000 < 0.05$, it can be interpreted that there is a significant simultaneous influence of the variables Windows Shopping and Learning Motivation on Learning Achievement. For the coefficient of determination test results above, an R² value of 0.995 is obtained, which means that all independent variables (Windows Shopping and Learning Motivation) have an influence of 99.5% on Learning Achievement.

These results are in line with the theory from Hatimah (2022) which states that the window shopping cooperative learning model can make students feel that they are receiving attention and the opportunity to express opinions, thoughts, ideas and questions. Students can work independently or in groups, and are able to take responsibility for all individual and group tasks. The application of the window shopping type cooperative learning model has a positive influence, namely it can increase students' learning motivation so that both aspects can simultaneously improve students' learning achievements.

Conclusion

- 1) There is an influence of the Window Shopping learning model on the learning achievement of class VII Pancasila Education at SMP Negeri 1 Plaosan Kab. Magetan
- 2) There is an influence of learning motivation on the Pancasila Education learning achievement of class VII students at SMP Negeri 1 Plaosan Kab. Magetan

- 3) There is an influence of the Window Shopping learning model and learning motivation on the Pancasila Education learning achievement of class VII students at SMP Negeri 1 Plaosan Kab. Magetan.

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