



## The Effect of Example Non-Example Learning Using Audio Visuals on Motivation and Learning Outcomes in Sciences

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### Abstrak

Penelitian ini bertujuan untuk menganalisis Pengaruh Pembelajaran Examples Non-Examples Dengan Menggunakan Media Audio Visual Terhadap Motivasi dan Hasil Belajar IPS. Jenis eksperimen yang digunakan adalah Quasy Experimental (Eksperimen Semu) jenis nonequivalent. Teknik analisis data menggunakan Uji Manova dengan SPSS versi 21 untuk melihat Pengaruh nilai rata-rata motivasi belajar siswa kelas eksperimen sebelum perlakuan sebesar 73.00 dan nilai rata-rata motivasi belajar siswa kelas eksperimen setelah perlakuan sebesar 90.00. Sedangkan nilai rata-rata motivasi belajar siswa kelas kontrol sebelum perlakuan sebesar 67.00 dan nilai rata-rata motivasi belajar siswa kelas kontrol setelah perlakuan sebesar 83.00, Adapun hasil belajar Nilai rata-rata kelas eksperimen sebelum perlakuan yaitu sebesar 67.27 dan nilai rata-rata hasil belajar kelas eksperimen setelah perlakuan yaitu sebesar 83.64 sedangkan hasil analisis deskriptif hasil belajar murid menunjukkan bahwa nilai rata-rata hasil belajar kelas kontrol sebelum perlakuan yaitu sebesar 61.82 dan nilai rata-rata hasil belajar murid kelas kontrol setelah perlakuan yaitu sebesar 74.55, sedangkan nilai konstanta examples non-examples (X) sebesar 3.643 yang menyatakan jika variabel Y1,Y2 sama dengan nol maka examples non-examples adalah sebesar 3.642, Koefisien Y1 sebesar 0.043 berarti bahwa setiap terjadi pengaruh hasil belajar siswa sebesar 1% maka hasil belajar siswa berpengaruh sebesar 0.043(4%) atau sebaliknya jika hasil belajar siswa mengalami penurunan 1% maka hasil belajar siswa menurun sebesar 0.043(4%), Koefisien Y2 sebesar 0.081.

**Kata Kunci** : *Examples non-examples, Motivasi, Hasil Belajar*

### Abstract

This research aims to analyze the influence of non-examples learning using audio visual media on motivation and social studies learning outcomes. The type of research used in this research is quantitative research with an experimental approach to find the effect of certain treatments. The type of experiment used is a nonequivalent type of Quasi Experimental. The data analysis technique uses the Manova test with SPSS version 21 to see the effect of the average value of learning motivation for experimental class students before treatment is 73.00 and the average value of learning motivation for experimental class students after treatment is 90.00. Meanwhile, the average value of learning motivation for control class students before treatment was 67.00 and the average value of learning motivation for control class students after treatment was 83.00. As for learning outcomes, the average value of experimental class before treatment was 67.27 and the average value of learning outcomes the experimental class after the treatment was 83.64, while the results of the descriptive analysis of student learning outcomes showed that the average value of the control class learning outcomes before the treatment was 61.82 and the average value of the control class student learning outcomes after the treatment was 74.55, while the constant value of examples non-examples (X) is 3.643 which states that if the variables Y1,Y2 are equal to zero

then the non-examples are 3.642, the Y1 coefficient is 0.043, meaning that every time there is an influence on student learning outcomes of 1%, student learning outcomes have an effect of 0.043(4 %) or vice versa, if student learning outcomes experience a decrease of 1% then student learning outcomes decrease by 0.043(4%), the Y2 coefficient of 0.081 means that every time there is an influence on student learning motivation of 1%, student learning motivation has an effect of 0.081(8%) or vice versa, if student learning motivation decreases by 1%, then student learning motivation decreases by 0.081(8%).

**Keywords:** *Examples non-examples, Motivation, Learning Results*

## Introduction

Education is an effort to help humans carry out their duties as servants of Allah SWT and khalifa on earth, so there are verses that can be used as a reference to formulate educational goals.

The Goals of National Education according to Law (UU) RI no. 20 of 2003 concerning the national education system (Sisdiknas) is to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. . This goal is supported by the government's call for nine years of compulsory education. Whether or not these educational goals are achieved can be seen from the professional quality of the teacher. So it is a challenge for teachers to further improve their abilities as teachers and educators of the nation's generation of children, especially in the era of industrial revolution 4.0.

As time goes by and is supported by increasingly sophisticated technology, the implementation of education must always be improved following developments in order to shape and create an increasingly qualified future generation for the nation. One of the efforts made to improve quality education is by maximizing the educational process through the professionalism of a teacher in carrying out the mandate and tasks given. Teachers as educators who have direct contact with students, must be able to maximize their role in the great mission of developing this nation's generation.

Professional teachers will be able to improve the quality of a nation's education in a better direction. One of the tasks that has a direct impact on students is the teacher's efforts to develop the management of the daily learning process in the classroom.

Obstacles are not only for students, but also for teachers. Based on the results of initial observations of the social studies learning process, information was obtained on the methods used by teachers such as writing and question and answer. Learning is still dominated by teachers, while students are still relatively passive in class, just listening to what the teacher explains. Learning methods like this are often used considering that there is still limited understanding and teachers are not used to carrying out various variants of current and varied learning methods

Based on these findings, researchers are looking for solutions to the low student learning outcomes in the learning process that have occurred so far. The hope is that all students can be successful and actively involved in the learning process so that the learning atmosphere becomes enjoyable, and motivation and learning outcomes increase. To overcome the learning problems above, researchers will apply the examples non-examples method. The examples non-examples method is a learning model that uses examples. Examples can be from cases/images that are relevant to basic competencies (KD), because by using examples it will be easy to remember, especially since the examples are in the form of visual images

Siswanto (2016:18) believes that the examples non-examples method is a tactic that can be used to teach concept definitions. Therefore, it requires students' concentration to focus on learning examples and non-examples so that it is hoped that this will encourage students towards a deeper understanding of the material being studied. Choosing the examples non-examples learning method as a method for teaching social studies can reduce abstractness by using learning media to instill the concept of social

studies learning itself. This concept will then be developed in stages and sequentially so that students can understand and be skilled in solving problems related to the social studies material that will be presented. This is very suitable for social studies subjects, because in this lesson there must be more practice which is supported by descriptions of the material provided

## Methods

The type of research used in this research is quantitative research with an experimental approach. Sugiono (2010:3) explains that the experimental research method can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions.

This research uses experimental research methods because the author will look for the effect of certain treatments. The type of experiment used is the nonequivalent Quasi Experimental type, namely a design consisting of two groups that are not chosen randomly, then given a pretest to determine whether the initial conditions are any differences between the experimental group and the control group.

The research design used was a pretest posttest control group design. In this design, two classes are selected, then given a pretest to find out the initial situation, what are the differences between the experimental group and the control group. Pretest results are good if the

experimental class scores are not significantly different.

. The effect of the treatment is:  $(O2 - O1) - (O4 - O3)$ ..

R O1 X O2  
O3 X O4

Gambar 3.1. research design  
(Riduwan. 2014 : 86)

The location for this research is SD Negeri 3 Ranomeeto, Ranomeeto District, South Konawe Regency, Southeast Sulawesi Province

The population in this study was class V of SD Negeri 3 Ranomeeto, academic year 2021/2022, totaling 22 students.

This research uses descriptive analysis. Descriptive analysis is statistics used to analyze data by describing or illustrating the data that has been collected as it is without intending to make general conclusions or generalizations. Among these is the presentation of data through tables, in the form of a frequency distribution.

The learning motivation assessment instrument is prepared based on indicators according to Sardiman (2008: 83), namely: (1) Diligently facing tasks (2) Resilient in facing difficulties (3) Shows interest in various problems (4) Does not get bored quickly with routine tasks (5) Can defend his opinion (6) Enjoys finding and solving problems, thus enabling students to learn well. These indicators were developed into 25 statements which were divided into 20 positive statements and 5 negative statements.

## Results and Discussion

This research aims to determine the effect of using examples non-examples learning using audio-visual media on motivation and social studies learning outcomes for class V SD Negeri 3 Ranomeeto, South Konawe Regency.

Factors that cause low grades in the fifth grade social studies subject are: 1) limited learning media, 2) classical and

monotonous teacher learning models, 3) and lack of student interest in learning and motivation.

Obstacles are not only for students, but also for teachers. Based on the results of initial observations of the social studies learning process, information was obtained on the methods used by the teacher, such as writing and asking questions. Learning is still dominated by teachers, while students are still relatively passive in class, just listening to what the teacher explains. Learning methods like this are often used considering that there is still limited understanding and teachers are not used to carrying out various variants of current and varied learning methods.

In this research, a teacher's hope is that all students can be successful and actively involved in the learning process so that the learning atmosphere becomes enjoyable, and motivation and learning outcomes increase. To overcome the learning problems above, researchers will apply the examples non-examples method. The examples non-examples method is a learning model that uses examples. Examples can be from cases/images that are relevant to basic competencies (KD), because by using examples it will be easy to remember, especially since the examples are in the form of visual images.

Table 4.1. Frequency distribution of learning motivation data for experimental class students

Statistik	experimental class	
	before treatment	after treatment
Mean	73	90
Median	73	91
Modus	70	91
Minimum	68	86
Maximum	80	95

Table 4.2. Frequency distribution of experimental class students' learning motivation assessment before treatment

Statistik	control class	
	before treatment	after treatment
Mean	67.00	83.00
Median	65	84
Modus	65	85
Minimum	60	76
Maximum	76	90

Based on the table above, it shows that the percentage of students' social studies learning motivation in the control class before treatment was that there were 10 students with a percentage of 90.91% who were in the very low category, there was 1 student with a percentage of 9.09% who was in the low category, there were no students who fall into the high category, and there are no students who fall into the very high category.

Based on this percentage, it shows that students' learning motivation in the control class before treatment was still very low.

Table 4.3. Frequency distribution of experimental class student learning outcomes data

Statistik	before treatment	
	before treatment	after treatment
Mean	67.27	83.64
Median	65	85
Modus	60	85
Minimum	45	70
Maximum	90	95

Table 4.4. Frequency distribution of control class student learning outcomes data

Statistik	before treatment	
	before treatment	after treatment
Mean	61.82	74.55
Median	60	75
Modus	60	75
Minimum	35	60

Maximum	85	90
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Based on the results of the analysis of the percentage of student learning outcomes above, it shows that the learning outcomes of the control class after the treatment were more influential than the learning outcomes of the control class before the treatment.

From the results of the descriptive analysis of student learning outcomes, it shows that the average value of the experimental class before treatment is 67.27 and the average value of experimental class learning outcomes after treatment is 83.64, while the results of the descriptive analysis of student learning outcomes show that the average value of learning outcomes the control class before treatment was 61.82 and the average score of student learning outcomes in the control class after treatment was 74.55. This shows that student learning outcomes in the experimental class were more influential than student learning outcomes in the control class, both before treatment and after treatment.

## B. Discussion

This research aims to determine the effect of using examples non-examples learning using audio-visual media on motivation and social studies learning outcomes for class V SD Negeri 3 Ranomeeto, South Konawe Regency.

Factors that cause low grades in the fifth grade social studies subject are: 1) limited learning media, 2) classical and monotonous teacher learning models, 3) and lack of student interest in learning and motivation.

Obstacles are not only for students, but also for teachers. Based on the results of initial observations of the social studies learning process, information was obtained on the methods used by the teacher, such as writing and asking questions. Learning is still dominated by teachers, while students are still relatively

passive in class, just listening to what the teacher explains. Learning methods like this are often used considering that there is still limited understanding and teachers are not used to carrying out various variants of current and varied learning methods.

In this research, a teacher's hope is that all students can be successful and actively involved in the learning process so that the learning atmosphere becomes enjoyable, and motivation and learning outcomes increase. To overcome the learning problems above, researchers will apply the examples non-examples method. The examples non-examples method is a learning model that uses examples. Examples can be from cases/images that are relevant to basic competencies (KD), because by using examples it will be easy to remember, especially since the examples are in the form of visual images.

Based on the percentage of learning motivation, it shows that the learning motivation of experimental class students after treatment has a greater influence than the learning motivation of experimental class students before treatment.

Based on the results of research on the learning motivation of students in the experimental class and control class, it can be concluded that the learning motivation of students in the experimental class has a greater influence than the learning motivation of students in the control class. This can be seen that the average value of learning motivation for experimental class students before treatment is compared to the value average learning motivation of experimental class students after treatment. The average value of learning motivation of control class students before treatment had a smaller influence compared to the average value of learning motivation of control class students after treatment

This research is in line with research conducted by Miharja (2019) concluding that one learning model that can be used as an alternative to increase learning

motivation is the example non example model. The example non example learning model is a learning innovation designed to help students understand the material in depth with the help of example pictures. Therefore, this theory supports research on the use of example non example learning models on student learning motivation, so that this research can be used as a reference for further research.

The learning outcomes of experimental class students had a greater influence than the learning outcomes of students in the control class, both before treatment and after treatment.

From the results of the descriptive analysis of student learning outcomes, it shows that the average value of the experimental class before treatment is 67.27 and the average value of the experimental class learning outcomes after treatment is 83.64, while the results of the descriptive analysis of student learning outcomes show that the average value of class learning outcomes the control class before treatment was 61.82 and the average score for student learning outcomes in the control class after treatment was 74.55. This shows that student learning outcomes in the experimental class were more influential than student learning outcomes in the control class, both before treatment and after treatment.

This is in line with research conducted by Habibah (2016: 54) showing that the use of the examples non examples learning model is able to increase the complete learning outcomes of Class V students at SDN 70 Banda Aceh, especially on material about national movement figures. The results of this research explain that the examples non examples model has an influence on student learning outcomes. Therefore, this research supports the use of the examples non examples learning model on student learning outcomes so that it can be used as study material and as a reference for further research.

Based on the research results obtained from multiple regression analysis, it can be discussed that the constant value (a value) is 3,642. Meanwhile, the value of student learning motivation (b value) is 0.081 and student learning outcomes (b value) is 0.043.

The research results obtained from a researcher on the multiple correlation coefficient show that the significant value is  $\leq 0.000$ , so it is said that the correlation between the variables and the R Square value: 0.473. This means that there is an influence of the examples non-examples learning model using audio-visual media on students' motivation and social studies learning outcomes.

Testing the coefficient of determination on research results obtained from researchers found that in this test it was found that the R Square value was 0.473, this means that the influence of variable X simultaneously on variables Y1 and 2 was 47.3%.

In hypothesis testing (F Test and T Test) it can be seen from the research results that the significance value is  $<0.005$  or  $T_{Calculated} > T_{table}$  so it can be concluded that learning examples non-examples using audio-visual media has an effect on students' motivation and social studies learning outcomes. While the significance value is  $<0.005$  or  $F_{Calculated} > F_{Table}$ , it can be concluded that learning examples non-examples using audio-visual media simultaneously influences students' motivation and social studies learning outcomes.

From the research results obtained, this is in line with research conducted by Seprilia et al (2021) showing that the overall research results obtained show that the examples non examples learning model is able to improve student learning outcomes by 72% (strong category).

Apart from that, this research is also in line with research conducted by Elmy Wulandari entitled The Effectiveness of the Example Non Example Model Using Interactive Media on the Motivation and

Social Studies Learning Outcomes of Class IV Students at SDN Gugus Palapa Cilacap. This research is experimental research carried out using a quasi experimental design in the form of a non equivalent control group design. The population of all fourth grade students at Gugus Palapa State Elementary School is 101 students. In this research, a control class and an experimental class are needed. The number of students in the experimental class was 28 and 26 for the control class. The data collection techniques used included questionnaires, observations, tests and documentation. The data analysis technique used in this research was the average difference test between the experimental class and the control class using the SPSS 20 application program

### Conclusions

The learning motivation of students in the experimental class was greater than the learning motivation of students in the control class, both before and after treatment. It can be seen that the average value of learning motivation for experimental class students before treatment is 73.00 and the average value of learning motivation for experimental class students after treatment is 90.00. Meanwhile, the average value of learning motivation for control class students before treatment was 67.00 and the average value of learning motivation for control class students after treatment was 83.00.

Student learning outcomes in the experimental class were greater than student learning outcomes in the control class, both before and after treatment. It can be seen that the average value of the experimental class before treatment is 67.27 and the average value of learning outcomes of the experimental class after treatment is 83.64, while the results of the descriptive analysis of student learning outcomes show that the average value of

learning outcomes of the control class before treatment is amounted to 61.82 and the average value of learning outcomes for control class students after treatment was 74.55

The constant value of non-examples examples (X) is 3.643 which states that if the variables Y1, Y2 are equal to zero then the non-examples examples are 3.642. The Y1 coefficient is 0.081, meaning that every time there is an influence on student learning motivation of 1%, student learning motivation has an effect. amounting to 0.081 (8%) or vice versa, if student learning motivation decreases by 1% then student learning motivation decreases by 0.081 (8%). The Y2 coefficient of 0.043 means that every time there is an influence on student learning outcomes of 1%, student learning outcomes have an effect of 0.043 (4%) or vice versa, if student learning outcomes experience a decrease of 1%, then student learning outcomes decrease by 0.043 (4%).

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### Profil Penulis

Eka Hendrawan, Lahir di Boro-Boro.R pada tanggal 29 Februari 1996, anak ketiga dari empat bersaudara, buah hati dari pasangan suami istri Harmin dan Heniwati. Penulis menempuh pendidikan dasar di SD Negeri 2 Boro-Boro. R pada tahun 2004 sampai dengan tahun 2009.

Pada tahun yang sama penulis melanjutkan pendidikan di Sekolah Lanjutan Tingkat Pertama di SMP 4 Ranomeeto Kabupaten Konawe Selatan dan tamat pada tahun 2012. Penulis melanjutkan pendidikan di SMA 2 Konawe Selatan Kabupaten Konawe Selatan, hingga tamat pada tahun 2015. Dan pada tahun yang sama penulis terdaftar sebagai mahasiswa pada Program Studi Pendidikan Guru Sekolah Dasar, Universitas Halu Oleo Kendari. Pada tahun 2019. penulis kembali melanjutkan pendidikan Strata Dua (S2) jurusan Magister Pendidikan Dasar, Program Pascasarjana Universitas Muhammadiyah Makassar. Dan pada tahun yang sama juga penulis Lulus menjadi pegawai negeri sipil (PNS) di SD Negeri 5 Lasolo Kepulauan Kabupaten Konawe Utara.. Untuk memperoleh gelar Magister Pendidikan ( M.Pd ).