THE INFLUENCE OF TEACHING METHODS AND LEARNING METHODS ON THE LEARNING OUTCOMES OF STIA NUSANTARA SAKTI SUNGAI PENUH STUDENTS

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ABSTRACT

The learning outcomes obtained by students are influenced by many factors including the teaching methods of lecturers and student learning methods. This study aims to determine: 1) the influence of lecturer teaching methods and student learning methods on student learning outcomes at STIA Nusantara Sakti Sungai Full simultaneously and partially, 2) the influence of lecturer teaching methods and student learning methods on student learning outcomes at STIA Nusantara Sakti Sungai Penuh. simultaneously and partially, and 3) the variabels that most influence student learning outcomes at STIA Nusantara Sakti Sungai Penuh. The research approach used is a quantitative approach with a survey method. The respondents in this study were all students in the fifth semester of the 2021/2022 academic year, totaling 88 people. This study uses three variabels consisting of two independen variabels (lecturer's teaching method (X_1) and student learning method (X_2)) and one dependent variabel, namely student learning outcomes (Y). The data collection technique used is the questionnaire technique. The data analysis technique used is classical assumption test, multiple linear regression analysis, F test, t-test, coefficient of determination (KD), and effective contribution (SE). Based on the results of data analysis, the research results obtained are: 1). There is a significant effect between lecturer teaching methods and student learning methods on student learning outcomes simultaneously and partially, 2). Teaching methods and learning methods affect learning outcomes by 74,2%, and 3). The variabel that most influences learning outcomes is the lecturer's teaching method, which is 56,298%

Keywords: *teaching methods, learning methods, learning outcomes, multiple linear regression analysis*

I. INTRODUCTION

Learning is an activity experienced by every human being in his life. The person who learns there will be a change in himself, both changes in knowledge, behavior and experience. According to Slameto (2015:2) "Learning is a process of effort made by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment". In line with this opinion, Sardiman (2001:2) states that "Learning as a change in behavior is due to the results of the experience gained". Suryosubroto (2009: 29) revealed that the implementation of the teaching and learning process is the process of ongoing learning activities in the classroom which is the core of educational activities in schools. In order for learning goals to be achieved, it is necessary to create a conducive learning environment. A conducive environment will realize an effective learning atmosphere and this is closely related to teaching.

In an effort to achieve learning goals, it is necessary to create a more conducive learning environment system (conditions). This is related to teaching which is an effort to achieve an environmental system that allows the learning process to occur. This system of learning environment itself consists or is influenced by various components, each of which will affect each other. These components include the learning objectives to be achieved, the material taught, the relationship between teachers and students in certain social relationships, the types of activities carried out, and the available learning facilities and infrastructure (Sardiman, 2001: 25). As a system, teaching and learning includes a component, including objectives, materials, students, teachers of situation methods, and evaluation. In order for that goal to be achieved, all existing components must be organized so that between the components there is cooperation. Therefore, the teacher should not only pay attention to certain components such as methods, materials, and evaluations but he must consider the components as a whole (Djamarah and Zain, 2010: 9).

One of the indicators that can be used as a measure to see learning success is the learning outcomes achieved by students. According to Winkel in Hamdani (2011:) Learning outcomes are evidences of the success a person has achieved. The high and low learning outcomes obtained by learners are determined by many factors that influence them. Some factors that affect learning outcomes are the teaching methods of teachers (lecturers) and the learning methods of students (students).

The teaching method is a method that contains procedures for carrying out learning activities in the form of presenting subject matter to students / students. The teaching method is a way / path that must be walked in teaching. How to teach and how to learn must be appropriate, effective, and efficient. Poor teaching methods will affect student learning. Poor teaching methods can occur because the teacher lacks preparation and lacks mastery of the subject matter. Teachers who usually teach by the lecture method alone cause students to become bored, sleepy, passive, and just take notes. Progressive teachers dare to try new methods, can help improve learning activities and student motivation. In order for students to learn well, teaching methods must be appropriate, effective, and efficient (Slameto,

2015:65).

Teaching methods have a considerable share in teaching and learning activities. Learning objectives can be achieved by the use of appropriate methods and vary according to the standards of the results that have been formulated. The use of varied methods is intended to excite the learning of learners, so it is not difficult to achieve learning objectives (Dzamarah and Zain, 2010: 3).

Research conducted by Akbar (2014) showed results that there was a significant positive influence of teacher teaching methods and learning independence on student learning achievement. From the results of the analysis using multiple regression, the price of the correlation coefficient (r) was obtained at 0.754 and the coeficent price of determination (r2) at 0.569. So it can be concluded that there is a significant positive influence of teacher teaching methods and learning independence on student learning achievement. Teacher teaching methods and learning independence influenced student achievement by 56.9%, while 43.1% were assumed to be influenced by other factors.

In addition to the method of teaching lecturers in the classroom, another factor that also affects student learning outcomes is the learning method. The method or way of learning is a way how students carry out learning activities, for example how they prepare to study, follow lessons, independent learning activities carried out, their learning patterns, how to take exams. Students with the right way of learning will get good learning outcomes, and vice versa, students whose learning methods are not right will also get poor learning outcomes (Slameto, 2003: 54).

A way of learning that will make learning outcomes more effective. Many students have improper learning methods. For example, students study irregularly or constantly because tomorrow will be a test. By studying such, students will lack rest and may even get sick. Then it is necessary to study regularly and divide the time well. Choosing the right way to learn will improve learning outcomes (Slameto, 2015:69)

These theories are strengthened by research conducted by Natakusuma, et al (2017) with the results of research, namely the value of student learning outcomes (Y) will increase along with the increase in the way students learn (X), and will also decrease along with the decline in the way students learn (X). Based on the results of data analysis, the hypothesis is accepted, meaning that there is an influence between the way of learning on student learning outcomes in geography subjects.

The research method course is a course that provides provisions for students in preparing to complete the final project in the form of a thesis for strata 1 (S1) students. Students are taught how to conduct scientific research properly and correctly and can account for the truth. In learning, students are given material on how to conduct research, starting from finding problems and formulating them, making backgrounds, looking for theories and formulating hypotheses, how to determine samples, making research instruments, conducting research, processing and analyzing data and drawing conclusions. Teaching research method courses requires varied methods so that learning objectives can be achieved. It is not enough for students to be given theory, but lecturers must design learning and tasks that can make students understand and understand the steps in conducting research and making reports.

In this study, the student learning outcomes that will be analyzed are in the form of final semester exam scores in qualitative research method courses and the factors that affect them consisting of lecturer teaching methods and student learning methods that will be obtained through the distribution of questionnaires / questionnaires.

Based on the foregoing, the formulation of the problem of this research is:

1.　Is there an influence of lecturer teaching methods and student learning methods on student learning outcomes in qualitative research method courses simultaneously and partially?
2.　How much influence do lecturers' teaching methods and student learning methods have on student learning outcomes in qualitative research method courses simultaneously and partially?
3.　Which variables are most dominant in influencing student learning outcomes?

II. RESEARCH METHODS

In this study, the method used was the survey method (field studies). Rully and Poppy (2017:53) state that the survey method aims to see the state of the object of study as it is, by looking at the data and information present in the sample without giving special treatment. This method wants to see how events take place at a certain time whether there is an impact on other events. This is called a causal relationship. The goal is that after the study is carried out or after the researcher has observed and collected data, whether there is a causal relationship between the observed events.

III. RESULTS AND DISCUSSION

1.1 Instrument Test Results

based on the results of data processing using SPSS 26, validity test results were obtained as follows.

With N = 88, df = n − 2 = 88 − 2 = 86 and α = 0.05 then the table r value = 0.210

1.　**Validity and Reliability Test Results against Teaching Method Variables (X1),**

Table 1. Teaching Method Variable Instrument Validity Test Results (X1)

Nomor Item	r hitung	r table	Kesimpulan
Item 1	0,680	0,210	Valid
Item 2	0,685	0,210	Valid
Item 3	0,741	0,210	Valid
Item 4	0,625	0,210	Valid
Item 5	0,733	0,210	Valid
Item 6	0,791	0,210	Valid

Item 7	0,706	0,210	Valid
Item 8	0,744	0,210	Valid
Item 9	0,792	0,210	Valid
Item 10	0,633	0,210	Valid

Based on the table above, it is known that all items have a calculated value of r > r of the table, so the item is declared valid. Furthermore, based on the results of the reliability test, the following values are obtained.

Table 2. Teaching Method Variable Reliability Test Output

Reliability Statistics

Cronbach's Alpha	N of Items
.892	10

A construction or variable is said to be reliable if the value of cronbach alpha > 0.60. Based on table 2 above, the value of cronbach alpha is 0.892 > 0.60, so the instrument for the teaching method variable is declared reliable.

2. **Results of validity and reliability tests on learning method variables (X2),**

Table 3. Learning Method Variable Instrument Validity Test Results (X2)

Nomor Item	r hitung	r table	Kesimpulan
Item 1	0,635	0,210	Valid
Item 2	0,817	0,210	Valid
Item 3	0,701	0,210	Valid
Item 4	0,611	0,210	Valid
Item 5	0,594	0,210	Valid
Item 6	0,700	0,210	Valid
Item 7	0,685	0,210	Valid
Item 8	0,700	0,210	Valid
Item 9	0,776	0,210	Valid
Item 10	0,644	0,210	Valid

Based on the table above, it is known that all items have a calculated value of r > r of the table, so the item is declared valid. Furthermore, based on the results of the reliability test, the following values are obtained.

Table 4. Learning Method Variable Reliability Test Output (X2)

Reliability Statistics

Cronbach's Alpha	N of Items
.875	10

A construction or variable is said to be reliable if the value of cronbach alpha > 0.60. Based on table 4 above, the value of cronbach alpha is 0.875 > 0.60, so the instrument for the learning method variable is declared reliable.

1.2 Classical Assumption Test

Based on the results of data processing using SPSS 26, the results of the classical assumption test were obtained as follows.

1. Normality Test

Table 5. Normality Test Output
One-Sample Kolmogorov-Smirnov Test

|		Unstandardized Residual
N		88
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.49215175
Most Extreme Differences	Absolute	.086
	Positive	.069
	Negative	-.086
Test Statistic		.086
Asymp. Sig. (2-tailed)		.116[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on table 5 above, you can see the value of Asymp. Sig. 0.116 > 0.05, meaning that the null hypothesis stating that normally distributed residual data is accepted, so it can be concluded that the distributed data is normal.

2. Heteroskedasticity Test

Figure 1. Heteroskedasticity Test Output
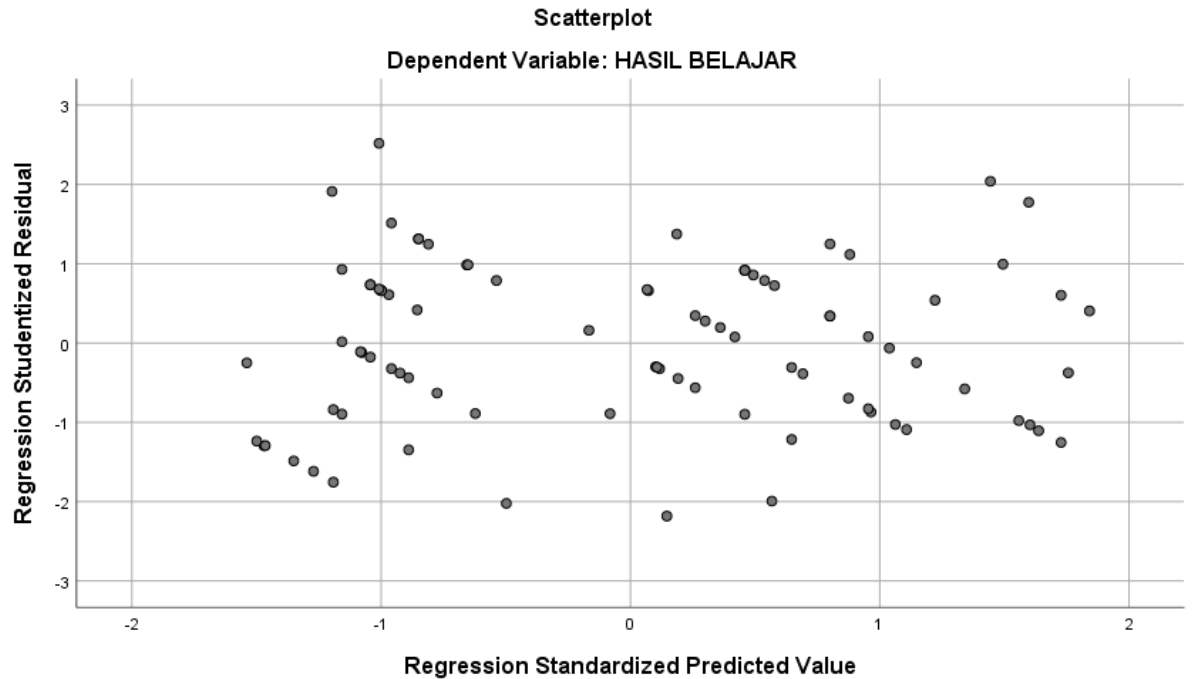
Based on the scatterplots graph above, it can be seen that the spread of points forms a random pattern and spreads both above and below the number 0 on the Y axis. this means that there is no heteroskedasticity in the regression model, so it can be concluded that the regression model is feasible to be used to predict student learning outcomes based on the input of independent variables of teaching methods and student learning methods.

3. Multicolonierity Test

Table 6. Output Coefficients

Coefficients^a

Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Correlations Zero-order	Correlations Partial	Correlations Part	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1 (Constant)	31.686	2.576		12.300	.000					
METODE-MENGAJAR	1.060	.165	.660	6.407	.000	.853	.571	.353	.286	3.497
METODE-BELAJAR	.370	.168	.227	2.205	.030	.785	.233	.122	.286	3.497

a. Dependent Variabel: HASIL BELAJAR

From the above output shows the result of calculating the Tolerance value of 0.286 (0.286 >0.10. There is no independent variable that has a Tolerance value of less than 0.10 which means there is no correlation between independent variables whose value is more than 95%. The results of the calculation of the VIF value also show the same thing, with a VIF value of 3,497 (3,497 < 10), indicating that there is not a single indented variable that has a VIF value of more than 10. So it can be concluded that there is no multicolonierity between independent variables in the regression model.

IV. CONCLUSION

Based on the results of the data analysis that has been described above, the following conclusions can be drawn:
1. There is a significant influence between teaching methods (X1) and learning methods (X2) on student learning outcomes (Y) of STIA Nusantara Sakti Sungai Penuh simultaneously and partially.
2. The magnitude of the influence of teaching methods (X1) and learning methods (X2) on student learning outcomes (Y) is 74.2%.
3. The most dominant variable influencing the learning outcomes of STIA Nusantara Sakti Sungai Penuh students is the teaching method variable, which is 56.298%.

V. ACKNOWLEDGMENTS

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