

# THE RELATIONSHIP OF STUDENT PARTICIPATION IN IMPROVING STUDENT ACHIEVEMENT IN SMP NEGERI 1 X KOTO ABOVE

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## Abstract

### Article Info

Received: 01/07/2022

Revised: 20/07/2022

Accepted: 29/07/2022

This research was motivated by the lack of student participation in learning social sciences. The objectives of this study were (1) to find out whether there was a relationship between student participation in improving student achievement in class VIII SMP Negeri 1X Koto Above. (2) knowing the magnitude of the relationship between participation in improving student achievement in class VIII SMP Negeri 1 X Koto Above. Data collection technique using questionnaires and data analysis techniques using product moment correlation technique. The results of this study are that there is a positive and significant relationship between student participation in improving student achievement in class VIII SMPN Negeri 1 X Koto Above. This is evidenced from the result of the analysis obtained that  $r_{count} = 0,537$  is greater than  $r_{table}$  (sig. 5% for  $N = 37$ ) which is 0,31 and the correlation test result is 0,4 it is stated that the relationship between participation and achievement variables is quite strong.

Keywords: Participation, Achievement, And Students.

## 1. INTRODUCTION

Learning is the stage of each individual in order to be able to obtain new changes in behavior and attitudes as a whole as a result of each individual's experience in interacting with the environment (Ainurrahma, 2015). With the learning process can provide insight and knowledge to each individual in dealing with life. Participation is the mental and emotional involvement of students in achieving learning achievement. Student participation in learning is often interpreted as student participation in the process of planning, implementing and evaluating learning activities (Taniredja, 2013). Participation is considered very influential on learning outcomes and achievement because the activeness of students can encourage enthusiasm and learning outcomes. Student participation in learning is very important to create active, creative and fun learning. Thus the learning objectives that have been planned can be achieved as much as possible. There is no teaching and learning process without the participation of students who receive the lessons to be delivered. Participation indicators consist of; express opinions, answer questions, ask questions, submit objections, do assignments, make notes or summaries based on observations. Examples of student participation include participating in Olympic competitions or extracurricular activities such as volleyball and basketball. According to (B.Diedrich, 2012) participation is divided into several things including visual activities, oral activities, listening activities, writing activities, metric activities, mental activities and emotional activities. Achievement is a result that can be obtained in the form of an influence that causes changes in a person as a result obtained through learning. (Djamarah, et al, 2012) student learning achievement can be seen by increasing the value obtained from test results or learning outcomes of each individual from previous learning. Achievement is the benchmark of the teaching and learning process that has been carried out for approximately one semester. Aspects that are included in learning achievement are cognitive aspects, namely observation, memory, understanding, application, analysis and so on. Effective aspects of acceptance, welcome, appreciation, internalization, characterization. And the last is the psychomotor aspect in the form of moving and acting skills, expression skills, and agility in problem solving. The root cause of the problem of social studies learning participation comes from within the students themselves. There is a thought that social studies learning is a boring, difficult, and unpleasant lesson so that students feel bored while social studies learning is taking place. This



boredom makes students bored to ask questions, answer questions, work on questions in front of the class. Judging from the development of the teaching and learning process, it appears that the level of student participation is very low in social studies learning activities. Given the many methods of rote learning in social studies that make students bored in learning. Therefore, we raised the topic of the relationship between student participation in improving learning achievement.

## 2. METHOD

The method used in this research is quantitative method which is done by associative hypothesis testing method. The associative hypothesis was tested by correlation technique using Pearson Product Moment correlation. In this study, there were two variables tested, namely participation (x) and achievement (y) which were tested using mc. Excel. In this analytical research, the researcher formulates the hypothesis that there is a significant relationship between participation in improving achievement. (Sugiyono, 2018) Population according to (Widiyanto, 2010) is a collection of objects that will be used for generalization of research results. In quantitative research, the sample is a part of the overall characteristics possessed by the population (Sugiyono, 2016). Sampling technique according to (Sugiyono, 2019) is a sampling technique. The sampling technique used is total sampling which is a sampling method where the number of samples is the same as the population. The sample used in this study amounted to 37 respondents who were all students of class VIII.1 and VIII.2 at SMP Negeri 1 X Koto Diatas. The data collection technique used is by distributing questionnaires or questionnaires as many as 23 statements with the assessment technique using the Linkert scale, namely always (5), often (4), sometimes (3), rarely (2), never (1) (Riduwan, 2014)

## 3. RESULTS AND DISCUSSION

### 3.1 There is a relationship between student participation and student achievement

There is a relationship between student participation and student achievement as evidenced by the results of the validity test using the product moment correlation formula. The participation variable obtained 23 statements were declared valid and the achievement variable was taken from the average student score. So it can be concluded that the participation questionnaire in improving student achievement is appropriate to be used as a research instrument. This relationship is evidenced by the results of the research above in line with research conducted by (Dwi, 2013). It is stated that the participation of students in class is very influential on social studies learning achievement at MAN Tempel. Another study also states (Purwandari, 2013) stating that participation in learning affects the learning achievement of class XII social studies students at SMA 1 Sulang Rembang. Based on information from the teacher of SMP Negeri 1 X Koto Above, the higher the student participation, the higher the level of student achievement. So through the results of the research above, it can be concluded that as small or as large as r changes in one unit of variable X (student participation), it will also be followed by changes in variable Y (student achievement).

### 2. The magnitude of the relationship between student participation and student achievement

The results of testing the Pearson product moment correlation analysis using Microsoft Excel were found from rcount consulted with rtable where r table of N = 37 with a significance level of 5% was 0.31. From the results of this analysis, the value of rcount is 0.537, meaning that rcount>rtable so that there is a positive and significant relationship between participation and student achievement. Furthermore, the correlation coefficient test (rxy) is carried out with the correlation formula from the Pearson product moment as follows:

$$R_{xy} = \frac{n(\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{n(\sum X^2 - (\sum X)^2) \cdot (\sum Y^2 - (\sum Y)^2)}}$$



Information:

$R_{xy}$  = Correlation coefficient between variable x and variable y

n = number of samples

xy = The number of multiplications between the variables x and y

$\sum x^2$  = Sum of the squares of x values

$\sum y^2$  = Sum of the squares of y values

$(\sum x)^2$  = Sum of x values then squared

$(\sum y)^2$  = Sum of y values then squared

The value of the correlation coefficient ranges from -1 to 1

-0.00-0.19 = very weak correlation between variables

-0.20-0.39 = weak correlation between variables

-0.40-0.59 = strong correlation between variables

-0.60-0.79 = correlation between variables is quite strong

-0.80-1.00 = very strong correlation between variables

**Table 1. Correlation coefficient test results**

	X	Y
x	1	
y	<b>0,4</b>	1

Through testing with Microsoft Excel, the correlation coefficient was 0.4. and it can be stated that there is a positive and significant relationship between participation and an increase in student achievement which is quite strong.

#### 4. CONCLUSIONS

Based on the results of research conducted on class VIII students of SMP Negeri 1 X Koto Above, the following conclusions can be drawn: (1) There is a relationship between student participation in improving learning achievement which can be seen from the observations of teachers of SMP Negeri 1 X Koto Above children who participate in learning can provide an increase in student achievement. (2) The magnitude of the relationship between participation in improving learning achievement, the results of data analysis with the product moment correlation test obtained the rcount value of 0.537 while the rtable value with N = 37 with a significance of 5% was 0.31. In the test of data analysis with product moment correlation, the correlation result is 0.4. So it can be concluded that there is a positive and significant correlation between participation in improving student achievement in class VIII SMP Negeri 1 X Koto Diatas.

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