

# **THE EFFECT OF LEARNING METHODS AND SEX ON ELEMENTARY SCHOOL HIGHER GRADERS' LEARNING OUTCOME OF IMAGINATIVE DRAWING IN THE SBPD SUBJECT**

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## **ABSTRACT:**

This research brings into focus the effect of learning methods and sex on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo. The research method was the correlational method, by which respondents' responses to the research questionnaire were made into a tabulation and used as primary data to be analyzed using the double linear regression data analysis. 60 respondents were collected from higher grades and made into research objects. The results demonstrated that: 1) Learning methods had a partial significant effect on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 2 Kota Gorontalo at an 85% significance value, 2) Sex had a partial significant effect on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 2 Kota Gorontalo at a 60.5% significance value, and 3) Learning methods and sex had a simultaneous significant effect on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 2 Kota Gorontalo at an 80.8% significance value. In conclusion,

learning methods, sex, and their simultaneous interaction had a significant effect on higher graders' learning outcome of imaginative drawing in the SBdP subject, especially at SDN 2 Kota Gorontalo.

**Keywords:** Learning Method, Sex, SBdP Learning Outcome

## **INTRODUCTION:**

Education plays a critical role in individual self-development to confront the global era. Besides being intelligent, students should be both guided and trained to develop self-potentials and creativity through either non-formal or formal education. In non-formal education, creativity development can be acquired through joining courses and training institutions, whereas in formal education, it can be acquired by following some subjects included in the school curriculum.

One of the subjects which develop students' potentials and creativity is *Seni Budaya dan Prakarya* (SBdP, Cultural Arts and Crafts), notably the drawing material which was included in the fine art education curriculum. According to Hamalik (2015:65), a curriculum is an educational program designed

for students by an educational institution (schools). Building on the educational program, students carry out learning activities and in turn boost their development and growth aligned with the educational goals predetermined. The Ministry of National Education Regulation Number 22/2006 concerning Content Standards of the 2006 Curriculum states that the cultural art subject is basically culture-based art education.

Cultural arts and crafts education is conferred on students because of its uniqueness, significance, and usefulness for students' development. Additionally, the subject, as mandated in the Government of the Republic of Indonesia Regulation Number 19/2005 concerning National Education Standards Agency (BSNP), covers both cultures and all aspects of life. The SBdP subject as taught at schools is composed of fine arts, music, dance, drama, and crafts. Art lessons at schools deliver some other objectives besides craftsmanship or the mastery of one art. In addition, at elementary schools, the lessons are deployed ascribed as media which help students develop their artistic potentials, which are by virtue of the uniqueness, are difficult to achieve through non-art learning materials (Soeteja et al., 2008:3.11). Through education, students are envisaged to be able to involve in each art practice and reflect on their experiences after following art-related activities to develop their insights, skills, techniques, and processes.

SBdP education plays a crucial role in students' personal development in a harmonious avenue by foregrounding their developmental needs in order to achieve multi-intelligence comprising interpersonal, visual-spatial, musical, linguistic, logical mathematic, naturalistic, and emotional intelligence (Soeteja et al., 2008:3.15). As such, SBdP education is effective for developing students' creativity and potential. Besides, the education can create

multi-intelligent students, who will significantly contribute to the future.

Creativity intended here refers to Sumanto (2007:9), who argues that creativity in fine arts constitutes someone's ability to find, create, make, re-design, and blend either novel or predate ideas into a new combination visualized into a fine art composition using his/her craftsmanship. Sukmadinata (2009:104) adds that creativity constitutes someone's ability to find and create a new object or model utilitarian for both him/herself and society. In other words, creativity makes up someones' ability to find, create, and make artwork, generating something new benefiting him/herself and others.

Arts, in education, pose as media to accentuate students' creativity (Susanto, 2015:265). The SBdP subject is aimed to develop aesthetics useful for students as through this subject, students' creativity is possible to be developed. Through the subject, students can develop their creativity and sense of arts. There are three scopes of art education, i.e., (1) knowledge of art (scientific knowledge), (2) appreciation of art, and (3) creative experience.

An ideal SBdP learning concept delivered at schools should develop the aspects of art cognition, art appreciation, and creative experiences equally. That is elemental in SBdP learning, particularly in learning fine arts on the imaginative drawing material. Imaginative drawing constitutes a two-dimensional drawing made based on students' imagination and is an effort to express what they see, know, and feel (Ching, in Rukiyah, 2009:128). In this lesson, teachers must not demand students to draw in a perfect manner because it may put students under pressure and accordingly, deflate their boldness in the drawing. Instead, teachers should excite students' imagination. For example, they can arrange out-class

learning, give a new experience, and bring thematic images.

#### **RESEARCH METHOD:**

This quantitative research used the correlational method. Therefore, respondents' responses to the research questionnaire were interpreted and made into tabulation as primary data to be analyzed using the double linear regression data analysis.

A quantitative research model was systematically planned structural research. A quantitative research method, by definition, constituted a research method which applied a positivism paradigm as its base and was employed to analyze a certain population or sample (Sugiyono, 2018:15). The general sampling technique was random, data were collected using a research instrument, and the data analysis was quantitative/statistic and conducted to test hypotheses.

#### **RESULTS AND DISCUSSION:**

##### **T-test (Partial Test)**

The t-test (partial test) was exerted to examine whether the independent variable had a partial significant effect on the dependent one (Priyatno, 2012). To investigate the partial effect of the variables of learning method ( $X_1$ ) and sex ( $X_2$ ) on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo, the test was executed using a two-tier method at a significance level  $\alpha/2 = 0.05$ . For a t-test was a partial test, each independent variable's hypothesis should be individually formulated but with the same test criteria. The t-test (partial test) results are described in the following subsections.

##### **LEARNING METHOD VARIABLE ( $X_1$ ):**

Based on the t-test result, the t-count of the learning method variable ( $X_1$ ) was 9.582 at Sig-t of  $0.000 < \alpha 0.05$ . Hence, the learning

method variable ( $X_1$ ) had a partial positive significant effect on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo. The hypothesis which stated that learning methods had a partial significant effect on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo, building on the t-test result, was thus accepted.

The t-test result also indicated the coefficient of partial determination of the learning method variable ( $X_1$ ) of 0.400. This coefficient denoted that the size of the partial effect of the learning method variable ( $X_1$ ) on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo was 0.850 or 85.0% under the assumption that another independent variable was constant.

##### **SEX VARIABLE ( $X_2$ ):**

Based on the t-test result, the t-count of the sex variable ( $X_2$ ) was 9.852 at Sig-t of  $0.000 < \alpha 0.05$ . Hence, the sex variable ( $X_2$ ) had a partial positive significant effect on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo. The hypothesis which stated that sex had a partial significant effect on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo, building on the t-test result, was thus accepted.

The t-test result also indicated the coefficient of partial determination of the sex variable ( $X_2$ ) of 0.605. This coefficient denoted that the size of the partial effect of the sex variable ( $X_2$ ) on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo was 0.605 or 60.5% under the assumption that another independent variable was constant.

### **F-TEST (SIMULTANEOUS TEST):**

The F-test (simultaneous test) was aimed to identify whether independent variables had a significant effect on the dependent variable (Priyatno, 2012). In this research, it was aimed to observe whether learning methods ( $X_1$ ) and sex ( $X_2$ ) had a simultaneous significant effect on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo. The test applied a 0.05 significance level.

Based on Table 4.7, the F-count = 53.462 at a significance level  $\alpha = 0.05$  or Sig-F = 0.000 <  $\alpha$  0.05. Hence, independent variables had a simultaneous significant effect on the dependent variable. The hypothesis, which stated that learning methods and sex had a simultaneous significant effect on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo, building on the F-test result, was thus accepted.

### **Learning methods had a partial significant effect on higher graders' learning outcome of imaginative drawing in the sbdp subject at sdn 42 kota gorontalo:**

The results showed off that the learning method and sex variables, serving as the predictor variable, had a simultaneous positive significant effect on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo. The effect was attested to by this research, whereby we successfully afforded empirical evidence of the strong relationship between the learning method variable and higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo. Also, predicated on the results, the selected learning methods could ease and facilitate students to achieve instructional objectives (Pangewa, 2010:135).

The results are commensurate with Sita Husnul Khotimah (2017), that there was a significant effect of learning methods on students' learning outcome (F-count = 14.157). Additionally, in Hertanto et al. (2017), there was a significant effect of learning methods on students' learning outcomes. These proved that learning methods were of utmost importance for students' learning outcomes.

### **Learning methods through sex had a significant effect on higher graders' learning outcome of imaginative drawing in the sbdp subject at sdn 42 kota gorontalo:**

This empirical research demonstrated a positive and significant effect of learning methods through sex on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo. In other words, based on the indicators, learning methods through sex affected higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo. The results are congruent with Hurlock (1993), as quoted by Aviv (2014:2), that there was a relationship between sex difference and creativity levels, in either quantity or quality.

The results are consistent with Hadi Martono et al. (2017) as well, that there was an interaction between learning methods and sex which affected students' learning outcome at a 0.309 significance value. To sum up, learning methods through sex influenced students' learning outcomes.

### **Learning methods and sex had a simultaneous significant effect on higher graders' learning outcome of imaginative drawing in the sbdp subject at sdn 42 kota gorontalo:**

This empirical research demonstrated a positive significant effect of learning methods and sex on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN

42 Kota Gorontalo. In other words, based on the indicators of male and female, sex affected higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo. The confidence was measured building on several question items developed predicated on the sex indicators associated with learning methods.

Based on the indicators, sex was in connection with learning methods, and this connection could affect higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo.

The results are consistent with Sita Husnul Khotimah (2017), that there was a significant effect of learning methods on students' learning outcomes (F-count = 14.157). They correspond with Alifudin Abdul Hafidz (2019), that based on the t-test, sex affected learning outcomes at a 5% significance level. The two research showed that learning methods and sex affected students' learning outcomes.

## CONCLUSION:

Building on the results and discussion, we could draw the following research conclusions.

1. Learning methods had a partial significant effect on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo by 85%.
2. Sex had a partial significant effect on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo by 60.5%.
3. Learning methods and sex had a simultaneous significant effect on higher graders' learning outcome of imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo by 80.8%.

Accordingly, learning methods, sex, and their interaction had a simultaneous significant effect on higher graders' learning outcome of

imaginative drawing in the SBdP subject at SDN 42 Kota Gorontalo.

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