

The Differences of Students Achievement between Those Who Take Course and Those Who Do Not Take Course in Class XI IPS Methodist-7 Senior High School Medan in 2014/2015

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Abstract: *This study is aimed to know the differences of student achievement of those who take the course and those who do not take course in class XI IPS Methodist-7 Senior High School Medan in 2014/2015.*

This research is a kind of comparative research that the population is all the students of class XI IPS Methodist-7 Senior High School in 2014/2015, the population is consisted of one class with 38 students. The sample of this research is determined by doing census or a sample that is taken overall (population) with the number is 38 students, 23 of them are taking course and 15 aren't. Data collection tool in this research is in the form of secondary data (DKN) which is obtained from the school.

Based on the result of the data analysis in this research, it can be seen that there is a significant difference in learning outcomes between the two groups, where the average of student achievement who take course is 38.48, while the average of students achievement who do not take the course is 30.47. The significant difference in learning outcomes is also proven by conducting hypothesis test by using t-test and confidence level $\alpha = 0.05$, where $t_{count} > t_{table}$ ($0.60 > 0.021$) means that in this research H_0 is rejected and H_A is accepted. Thus, it can be concluded that there is a significant difference in student achievement between those students who take course and those students who do not take course in class XI IPS Methodist-7 Senior High School Medan in 2014/2015.

Keywords: *Tutoring and Student Achievement*

I. Introduction

Background of the Research

The success in teaching and learning activities is the most main goal in teaching and learning in schools. But the fact is different with the reality, learning time allocation is limited in school, so extra time for learning activity is needed. Many extra activities are followed by the students after going home from school, such as studying at home, taking course at school and take course in a particular institution.

According to Law No.20 of 2003 on National Education System chapter 1 verse 6, "education is educators who qualified as teachers, lecturers, counselors, tutors, widyasastra, tutor, instructor, facilitator, and others who are appropriate with their skill and specialization and fully participated in education execution".

Based on the legal rule above, the process of teaching and learning are implemented in both formal and informal education, the success depends on the educators as the main factor to conduct the tutorial, especially for those students who have lack and weakness in learning, and for those who get low achievement in learning. Low achievement in learning process is not only due to ignorance or low intelligence but also because of the provided services to the students which are not appropriate to each individual or also by less respond to the students' problems.

Nevertheless, tutoring is not a major factor to improve students' achievement in learning. Individual factor is also an important factor. The will of student to learn or not depends on the student themselves. Although some other factors are fulfilled, but if the student doesn't want to learn, the learning process will not be happened.

Therefore, the students will be successful in learning if they have the will and seriousness to learn. So it is possible for students who do not have chance to take tutorial due to the expensive fee can also be successful in learning.

According to previous observations which conducted by the researcher, there are many problems that are faced by the students of second grade of IPS in Methodist-7 Senior High School of Medan due to their achievement in learning. There are students who have low value or under the average even though they have taken tutorial. It can be caused by their habits in study which is not effective, for example learning without preparation, passive in school activities, and studying at the moment before exam.

The Problem of the Research

Based on the background of the problem, identification of the problems and scope of the problem, the formulation of the problem is: "Is there a significant difference in student achievement for those students who follow the tutor and who do not follow tutor in the second grade of IPS Methodist-7 senior high school Medan in 2014 / 2015?"

The Purposes of the Research

Based on the formulation of the problem that has been stated above, the purposes of this research are:

1. To know the achievements of students who take the tutor of second grade IPS Methodist - 7 Senior High School Medan in 2014/2015.
2. To know the achievement of students who do not follow the tutor of second grade IPS Methodist - 7 Senior High School Medanin 2014/2015 .
3. To know the differences in learning achievement between those students who follow the tutor and who do not follow the tutor of second grade IPS Methodist - 7 Senior High School Medanin 2014/2015.

The Significances of the research

After completing the research, the result of the research would be useful:

1. As an input and knowledge provision for the writer in carrying out duties as an educator in the future.
2. As an input for the school executor, especially for social studies teachers to improve student achievement.
3. As a comparative material for the next researchers in conducting similar research.

II. Review of Related Literature

Tutoring

Surya in Ketut (2008: 2) said: "tutoring is a process of continuous support and systematic from the consultant to the consulted person in order to achieve independence in self-understanding, self-acceptance, self-direction and self-realization in achieving an optimum level of development and adaptation to the environment".

Chiskolm in Prayitno (2009: 94) says his opinion about the tutoring is "to help individuals to be better in identifying various information about himself".

Mortensen and Schmuller in Prayitno (2009: 94) tutoring can be defined: "as part of the wholeeducation which helps provide opportunities for personal and expert service staff by means of each individual may develop the skills and ability in accordance with the idea of democracy".

Based on the definition above,there are some basic things that must be understood due to the guidance from one to another or a teacher to the students in the process of teaching and learning activities. Due to the fact that the students must be guided and directed to develop their skills so that they can solve the problems. Tutoring is conducting continuously so that each individual or student can direct himself to be intelligently acted and reasonable to overcome learning difficulties so that they can improve their expected outcomes and achievement in learning.

By considering at several expert opinions about the definition of tutoring above, it can be concluded that tutoring is the guidance given to students where the guidance can inform students about the proper way of learning through educational information, an effective way of learning, as well as how to solve the problems or learning difficulties.

Tutoring functions

According to Ketut and Nila (2008: 7) tutoring has a number of functions to be fulfilled through the implementation of the guidance. Those functions are: "the understanding function, the prevention function, the alleviation function, and the maintenance and development function".

The explanation of those function are:

1. The understanding function, namely the function of guidance that will yield an understanding of something by particular parties due to the development of learners. The understanding is covering:
 - a. An understanding of the self-learners, especially for the learners themselves, parents, teachers in general, and the counselor.
 - b. An understanding of the learner environment (including family and school environment), especially by the learners themselves, parents, teachers in general, and the counselor.
 - c. An understanding of a wider environment (including educational information, information about positions / jobs, and social information and culture / values), especially by the learners.
2. Prevention function, namely the function of guidance that will produce preventing or avoiding learners from various possible problems, which may interfere with, impede or cause difficulties and certain losses in the process of their development.

3. Reduction function, namely the function of guidance that will produce reduction or handling various problems of the learners.
4. Maintenance and Development function, namely the function of guidance that will generate maintained and developed various potentials and positive conditions of the learners in order to progress and sustainable steady themselves.

Based on the opinions about the functions described above, those function must be realized and maintained in tutoring activities to achieve the results as contained in understanding each function. By conducting tutorial in accordance with the functions above, the students who will take the guidance can get lessons through the guidance with good results and improve the student achievement in learning.

The Factors Affecting Learning Factors

According to Shah (2010: 129) generally, there are three factors that influence student learning, namely: "internal factors, external factors, and approach factors".

Explanation than these factors are:

1. Internal Factors

The factors that comes from the students themselves which covers two aspects, namely:

a. Physiological Aspects

General conditions which signs the level physical fitness of the body's organs and joints, it can affect the spirit and intensity of the students in the process of learning. To maintain a health physic, the students are highly recommended to consume nutritious foods and beverages, and take healthy life and light exercise regularly scheduled whenever it is possible and sustainable. This is important because the changing in diet offood and drinks will lead to a negative tone reaction and seriously adverse the mental spirit of the students themselves.

b. Psychological aspects

So many factors, including psychological aspects can affect the quantity and quality of learning acquisition. However, the more essential factors are considered as follows:

1. Students Intelligence

Generally, intelligence can be defined as a psychophysical ability to react to stimuli or adjust to the environment in an appropriate manner. So, intelligence is not only about the quality of the brain, but also the quality of the organs of the body. The level of intelligence or students intelligence (IQ) cannot be avoided, largely determine the success of student in learning. It means that the higher the intelligence capabilities of students, the greater their chances for success and on the other hand the lower the ability of students intelligence, the smaller their chances for success.

2. Students Attitude

Attitude is the affective dimension of internal symptoms in the form of a tendency to react or relatively respond to an object, people, goods, and so on, either positively or negatively. Students positively attitudes, particularly to the teacher and the subjects which is presented by the teacher, is a sign of a good beginning for the students' learning process and on the other hand, the students negative attitudes attitude, especially to the teachers and the subject that presented by the teacher may cause the students' difficulties in learning.

3. Students Talent

Talent is defined as an individual's ability to perform certain tasks without much depends on the education and training efforts. Due to the above definition, the talent will be able to affect the level of achievement of learning in certain fields of study. Therefore, it is not wise for parents to send their children to certain skills without knowing their talent in advance because of the imposition of the will affect their academic performance or learning.

4. Students Interests

Simply, interest means the tendency and high excitement or great desire for something. For example, a student who took great interest in the field of economic studies will be more focus on the field itself and it makes students study harder in order to reach achievement in learning.

5. Students Motivation

Motivation is an internal condition of both human and animal organisms that prompted him to do something. In its development, motivation can be divided into two types, namely: intrinsic motivation and extrinsic motivation. Intrinsic motivation is things and the circumstances that come from the students

themselves which can push them to perform actions while extrinsic motivation is things and circumstances that come from outside of individual student which is also pushed them to do learning activities.

2. External Factors

Just the same with internal factors, the external factors also divided into two types, namely:

a. Social Environment

The school-social environment such as teachers, educators (principals and their representatives) and classmates may affect student's spirit in learning. Subsequently, the student's social environment is the community and neighbors are also friendssepermainan around the student and social environment which more influencing the students in learning activities are parents and families of the students themselves.

b. Non-social environment

The factors which are including to non-social environment are the school and its location, the house where the students live and its location, learning tools, weather and time allocation to learn. These factors also determine the level of the success of the student in learning.

3. Learning Approach Factors

Besides the internal factors and external students as it has been described in the previous, learning approach is also affects the level success of the students' in learning process.

Learning Achievement

Intellectual ability of students is determining the success of students in reaching achievements. To knowwhethera person is successful or fail in learning, it is necessary to do an evaluation, in order to know the achievements obtained by the students after learning process took place.

The achievement can be defined as the results which obtained by someone in learning activities. However, many people assume that learning is to seek knowledge and study only.

Learning achievement is inseparable from learning, because learning is a process, while the achievement is result of the learning process. Generally, the understanding of learning achievement should be focused on the definition of learning itself.

For that case, many experts expressed their various opinions that sre appropriate to their point of views they are holding. From many different opinions, we can find a common point. Due to the achievement in learning, Ahmadi (2013: 138) gives the sense of learning achievement that is "the result of the various interaction factors that influence both from inside (internal factors) or from outside (external factors) of the individuals".

Winkel said that "learning achievement is a proof of success in learning or students ability in learning activities in accordance with the value they achieve".

Based on the definitions above, it can be explained that learning achievement is the level of students' ability in accepting, rejecting and assessing information they obtained in the learning process.

The Measurement of Learning Achievement

The student achievement can be measured after conducting evaluation. Results of the evaluation can show the level high or low achievement of the students. Therefore, a person can be said havingan achievement in subjects if the objectives planned in the teaching subjects by the terms of cognitive, affective,and psychomotor are shown in the students themselves who follow the interactions in the process of learning.

According Suryabarata (2006: 94) student learning outcomes can be measured as follows:

- a. Giving a certain tasks.
- b. Explaining some things related to certain subjects.
- c. Giving the test after finishing certain subjects.
- d. Givingplacement test.

The assessment of students (student achievement) can also be conducted in various stages:

a. Diagnostic Tests

Certainly, a teacher would be happy when he can help the students to achieve maximum progress as the student's capabilities. Therefore, this test is used to knowthe students' weaknesses so they can be properly treated.

b. Formative tests

This test can be performed to measure the scope of any particular and just to get students' absorption ability about the discussion unit. The results of the test are used to improve teaching and learning of certain topics and as a feedback in fixing a particular discussion.

c. Summative Tests

The assessment on this test is done to measure the students' absorption of the main points of discussion that have been taught for a semester. The aim is to establish the level or degree of success of students in a certain period. The results of the tests are used to determine the placement, rank (rank), and as a measurement of the school quality.

Thus, to measure the student achievement can also be seen from DKN (value list) and from the student report. Achievement measurement is done to how far the students understand in every subject field which are taught by the teachers at school.

Point of View

Tutoring is a non-formal educational institutions and one of the ways to improve the quality of human resources. Learning in a course is aimed to solve the difficulties in school and the problems when getting on test activities. Tutoring includes self-preparation through learning before getting the tests and giving the proper techniques in solving questions so that the results achieved in the resolution of a question is better

In the tutoring program, the students are helped to solve the problems-learning and to increase students' motivation, to solve the questions in order to achieve good results, because in resolving problems sometimes the students face in certain issues such as limited time. Each of students learning problems are having its background. Such as low achievement it can be caused by low intelligence, lack of learning motivation, the bad learning habits, health problems, lack of learning tools, family conditions, in appropriate teaching, the elusive of subject matter, the poor school conditions etc.

The whole factors that underlying learning problems can be returned to the internal and external factors. Internal factors may including intellectual terms such as intelligence, aptitude, interest, willingness, desire, and the result of learning, emotional terms like motif attitudes, feelings, health condition and physical and mental, psychomotor skills, and so on. While the external factors including the physical, family's psychology-social, school, and surrounding communities. Basically, all these factors can influence the development of students' in learning, either positive or negative influence.

Hypothesis

According to Nazir (2011: 151) hypothesis is "temporarily received statement as a truth, at the time phenomenon is known and the basis work and also guidance for verification".

The hypothesis in this research is:

Ho: There is no a significant difference of achievement between those students who take course and those students who do not take course in class XI IPS Methodist-7 Senior High school Medan, in 2014/2015.

Ha: There is a significant difference of achievement between those students who take course and those students who do not take course in class XI IPS Methodist-7 Senior High school Medan, in 2014/2015.

III. The Research Methodology

Location and Time of Research

This research is conducted in Methodist-7, which is located on Jl. Madong Lubis No. 7 Medan. Furthermore, this research is held in July, in 2014/2015.

The Population and Sample

The population in this study is all the students of class IX IPS Methodist -7 Senior High School Medan, and the total number of student are 38 of one class in 2014/2015.

To obtain the data in this research, the sample is determined as the number of population (census) as many as 38 students.

The Data Collection Technique

Documentation is a model of data collection techniques by collecting and analyzing the documents, both written documents and electronic images. By applying the documentation method, the researchers will take the final grades of the students. With the number of those students who take the course as many as 23 students and 15 are those students who do not take course. The tutoring in this case is a non-formal course in field of social studies which is consisting of economics, geography, history and sociology. The researcher will examine the total values of those subjects in social studies course for one semester.

The Data Analysis Technique

The method that will be applied in this data analysis is a quantitative method of parametric secondary data. After obtaining the data namely students' values from the documentation, then the raw data will be converted into the data that will be used in the research.

The applied measurements are as follows:

1. Calculating the average scores of each group by using the formula:

$$\mu = \bar{X}$$

$$\bar{X} = \frac{\sum xi}{n} \quad (\text{Nazir 2011:388})$$

Specification:

X_i = number of sre

\bar{X} = average

n = number of respondents

2. Calculating the standard deviation (σ) of the variance (σ^2) in each group with the formula:

$$\sigma = S$$

$$S = \sqrt{V_x}$$

$$= \sqrt{\frac{n\sum x_i^2 - (\sum x_i)^2}{n(n-1)}} \quad (\text{Nazir 2011:387})$$

Specification :

V_x = variance

X_i = the observation value

n = number of observation

s = standard deviation

3. Testing the hypothesis $H_0: u_1 = u_2$, the alternative hypothesis $H_A: u_1 \neq u_2$ by using t-test with the formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{S_{x_1 - x_2}}} \quad (\text{Nazir 2011:395})$$

Where $s_{(x_1 - x_2)}$ is the standard error of the difference which is calculated using the formula:

$$S_{x_1 - x_2} = \sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)} \quad (\text{Nazir 2011:394})$$

sumsquare (SS) with the following formula:

$$SS_{1/2} = \sum (X_{1/2})^2 - \frac{(\sum X_{1/2})^2}{n_{1/2}} \quad (\text{Nazir 2011:394})$$

Specification:

t = distribution

\bar{X}_1 = Average value of the sample to 1 (of students who take tutoring)

\bar{X}_2 = Average value of the sample to 2 (students who do not follow the guidance of learning)

SS_1 = sumsquare of sample 1

SS_2 = sumsquare of sample 2

n_1 = number of samples 1

n_2 = number of samples 2

$S_{x_1 - x_2}$ = standard error of difference

X_1 = observations of variable 1

X_2 = the observation variable 2

SS = sumsquare

Testing criteria for H_0 is accepted if $t_{count} < t_{table}$ which is obtained from t-distribution by $dk = (n_1 + n_2 - 2)$, if $dk \Rightarrow 30$ or < 40 (there is no in t_{table} , and t is not $t_{student}$) then to know the result of the dk . The calculation must be performed using interrelation between 30 and 40 which are contained in the posted table.

IV. The Results and Discussion

Data Analysis

In this section will be described in detail about the results of research on the differences in student achievement for those who take the course and those who do not take course of the second grade, class of IPS Methodist -7 Senior High School Medan in 2014/2015. Learning achievement data which is obtained from the research is secondary data namely, the Final Value of Students or report. The students' final grades will be distinguished between the students who take course and the students who do not take the course.

Table 1. The List of IPS Value Subject of students who take the course, Class XI IPS of Methodist Senior High School Medan in 2014-2015

No	NAME	The Value of Social Studies Subjects				Total Value
		History	Geography	Economics	Sociology	
1	Agnessa Lawrenre Br. Simarmata	82	78	79	82	80,25
2	Arnold Haposan Silalahi	75	73	71	81	75
3	Branka Yohanes Frikles Sitompul	76	80	74	80	77,5
4	Cory Oktaviani Br. Siregar	76	79	70	79	76
5	David Great Napitupulu	87	90	87	85	87,25
6	Debora Permatasari Sihombing	78	83	81	84	81,5
7	Delima Juliana Sinaga	80	85	90	83	84,5
8	Desty Seria Pakpahan	87	82	92	81	85,5
9	Donal Armen Maruba Siburian	84	83	88	81	84
10	Efrina Paskahya Siregar	84	83	75	79	80,25
11	Eko Sanjaya Purba	81	78	80	77	79
12	Erick Bebi Simaremare	79	81	73	80	78,25
13	Gilbert Michael Pierro L. Tobing	81	78	84	76	79,75
14	Guido Sembiring	83	83	75	79	80
15	Grace Silvia Brighita Marpaung	76	83	76	81	79
16	Hosianna Silalahi	78	81	84	82	81,25
17	Lusiana Peronika Sinaga	88	83	86	77	83,5
18	Louis Demak Paulus Sianipar	82	77	78	81	79,5
19	Novita Ariyani Simangungsong	87	79	89	85	85
20	Raymond Halomoan Silaen	77	80	77	72	76,5
21	Robi Krisdinata Saragih	78	74	79	80	77,75
22	Winda Peronika Siregar	87	78	79	79	80,75
23	Yuni Marenta Simangungsong	81	82	74	83	80

Table 2. Average, Standard Deviation and Variance Data of students who take the course, Class XI IPS of Methodist Senior High School Medan in 2014-2015

No	X_i	F_i	X_i^2
1	75	1	5625
2	76	2	5776
3	77	2	5929
4	78	1	6084
5	79	4	6241
6	80	5	6400
7	81	2	6561
8	83	1	6889
9	84	2	7056
10	85	2	7225
11	87	1	7569
Σ	885	23	71355

Standard Deviation

$$SD = \sqrt{Vx}$$

$$SD = \sqrt{\frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}}$$

Average ;

$$\bar{X}_1 = \frac{\sum x_i}{n}$$

$$SD = \sqrt{\frac{((23)(71355)) - (885)^2}{23(23-1)}} = \frac{885}{23}$$

$$= 38,48$$

$$SD = \sqrt{\frac{1641165 - 783225}{23(22)}}$$

$$SD = \sqrt{\frac{857940}{506}}$$

$$SD = \sqrt{1695,53}$$

$$SD = 41,18$$

Variance

$$\text{Variance} = SD^2 = 41,18^2 = 1695,80$$

Based on the results of the secondary data research, it is noted that the highest value of students who take course is 87 and the lowest is 75 with an average of 38.48, standard deviation is 41.18 and the variance is 695.80.

Table 3. The Value List of IPS Subjects of students grade XI IPS, Methodist-7 Senior High School Medan in 2014-2015 who do not take the course

No	NAME	The Value of IPS Subjects				Total Value
		History	Geography	Economics	Sociology	
1	Agustinus Simson Simarmata	77	80	72	80	77,25
2	B.N Thalia Br. Silean	78	77	72	75	75,5
3	Bertuah Apriliani Pardede	79	78	80	77	78,5
4	Daniel Christian T. Panjaitan	75	78	77	80	77,5
5	Dyky Despana	76	73	68	72	72,25
6	Immanuel Andre Cristopher	80	78	80	75	78,25
7	Jessica Willy Susanti Tambunan	82	77	81	74	78,5
8	Kevin	80	74	72	76	75,5
9	Maria Grace Siahaan	80	77	71	75	75,75
10	Novi Crista Yolanda Simangongsong	87	85	80	78	82,5
11	Nugraha Simanjuntak	76	81	77	75	77,25
12	Rangga Citra Oktavianus Buulolo	80	78	71	80	77,25
13	Rasmaida Damanik	76	82	73	79	77,5
14	Reinhard Hasudungan Silaen	77	82	72	78	77,25
15	Theresia Ririn Carolina Sinaga	72	74	73	75	73,5

Table 4. The Average, Standard Deviation and Variance Data of students grade XI IPS, Methodist-7 Senior High School Medan in 2014-2015 who do not take course

No	Xi	Fi	Xi ²
1	72	1	5184
2	73	1	5329
3	75	3	5625
4	77	6	5929
5	78	3	6084
6	82	1	6724
Σ	457	15	34875

Standard Deviation

$$SD = \sqrt{V_x}$$

$$SD = \sqrt{\frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}}$$

Average ;

$$SD = \sqrt{\frac{((15)(34875)) - (457)^2}{15(15 - 1)}}$$

$$SD = \sqrt{\frac{523125 - 208849}{15(14)}}$$

$$= 30,47$$

$$\bar{X}_1 = \frac{\sum xi}{n}$$

$$= \frac{457}{15}$$

$$SD = \sqrt{\frac{314276}{210}}$$

$$SD = \sqrt{1496,55}$$

$$SD = 38,69$$

Variance

$$\text{Variance} = SD^2 = 38,69^2 = 1496,91$$

While in the group of students who do not take course, known that the highest value of students is 82 and the lowest is 72 with an average of 30.47, standard deviation is 38.69 and the variance is 1496.91.

V. Discussion

Based on the results of the research above noted that the lowest value for the group of students who take course is 75 and the highest value is 87. While the lowest achievement for the group of students who do not take course is 72 and the highest achievement is 82. Of the calculation, the average value for groups of students who take the course is 38.48, while the average value for those who do not take course is 30.47. By seeing the ratio of the average value of both groups, shown that the level of students' achievement who take course is still higher than those who do not take the course.

The significant difference in students' achievement of both groups is also known by hypothesis, where the counted value = 0.60 outside the acceptance area H_0 ($0.60 > 0.021$). Based on the results, it can be concluded that the level knowledge of students who take course for IPS subjects is better than the level knowledge of students who do not take the course.

By the whole process of data analysis and result discussion, shown that the course program plays a major role in helping students to improve their skills and knowledge in subjects especially in IPS subject, and the results also describe that students achievement who take course is better than the students who do not take the course.

VI. Conclusion and Suggestion

Conclusions

Based on the result of the research that has been conducted it can be concluded that:

1. The average value of students grade XI IPS in Methodist-7 Senior High School Medan in 2014-2015 who took the course is 38.48.
2. The average value of students grade XI IPS in Methodist-7 Senior High School Medan in 2014-2015 who did not take the course is 30.47.
3. There is a significant difference between the students who took the course (the average : 38.48) and the students who did not take the course (the average : 30.47) for IPS subjects grade XI IPS in Methodist-7 Senior High School Medan in 2014-2015

Suggestions

Based on the results of the research, the researcher suggests:

1. The results of the research can be used as the reference for the next researchers as the prospective teachers to carry out duties as teachers in the future.
2. For the schools, especially for teachers of IPS subject in Methodist-7 Senior High School Medan to design to hold a course program as one of the extracurricular activities for students in schools so that the students' achievement increases.
3. The results of the research can be used as a reference and referral for other researchers who want to conduct the research in different times and places.

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