THE INFLUENCE OF IMPLEMENTING AUDIO VISUAL-ASSISTED QUANTUM TEACHING LEARNING MODELS ON STUDENTS' MOTIVATION AND IPS LEARNING OUTCOMES IN CLASS VI SDN PANNYIKOKANG II, MAKASSAR CITY

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Abstract: This study is about the effect of the application of Quantum Teaching learning model assisted by audio visual to the motivation and learning outcomes of social studies students in class VI SDN Pannyikokkang II Makassar City. This study aims to determine the effect of the application of the Quantum Teaching learning model assisted by audio visual on motivation and learning outcomes. This research is quantitative with quasi experimental research type. The population is all class VI students totalling 35, the sample is 19 students of class VIa and 18 students of class VIb. The data collection technique is the initial test (pretest), action (treatment) and the final test (posttest). Data analysis techniques are descriptive statistical analysis and inferential statistical analysis. So it can be concluded that there is a significant influence between classroom variables on motivation and social studies learning outcomes in class VI SDN Pannyikokkang II Makassar City.

Keywords: Quantum Teaching, Audio Visual, Motivation and Learning Outcomes.

INTRODUCTION

The world of education is a very important world in human life. People whose lives are always accompanied by education will always develop in a better direction. There is no era that does not develop, there is no human life that does not move, and there is no human that does not live in the stagnation of civilization. It's all about education because education is the maker of human civilization (Hamid, 2011: 11)

Education is a way to develop knowledge and criteria for determining the quality of human resources. Education is also a way to develop all the potential a person has. Therefore, education is a shared responsibility of the family, community and government.

The important role of education in improving the best human resources (HR) is the foundation of a country's civilization. Education must create human resources (HR) who have better intelligence and religion. In the National School System Law no. 20 of 2003 Article 1 Paragraph 1 states that education is a conscious and organized effort to create an atmosphere and learning process so that students actively develop their potential to have religious spiritual power within themselves. -control, personality, intelligence, nobility, and abilities needed by oneself, society, nation, and state (Depdikbud, 2003: 1) the relationship is the level of intellectuality that can be seen from the aspects of linear, mathematical and systematic reasoning, but the religious aspect includes noble qualities, tolerance towards others. One

of the most important aspects in the education of the intellectual generation is that a teacher, tutor or trainer is expected to be able to carry out various kinds of efforts that have been set as standards for improving the quality of education.

To achieve the goals set out in the 1945 Constitution, namely. To make people's lives smarter by increasing the number of intellectual students, teachers need to put more emphasis on how they try to motivate and facilitate students in the learning process so that students play a more active role. play an active role in building knowledge so that pupils and students do not feel bored in the teaching and learning process to create ideal conditions in the classroom and ultimately a more appropriate and organized learning environment by developing the learning process using one or more media. media or technology as a tool to support student learning.

Student activity in the learning process will create an active learning environment (Siregar & Situmorang, 2016). This will of course affect the achievement of learning objectives. Effective learning is needed to improve learning activities and student learning outcomes (Widodo & Widayanti, 2014). Making learning more interesting and expressing the opinion that students play an important role in the learning process, will influence students' education to make them more confident and this will of course influence the achievement of learning goals.

However, what happens is that teachers use lectures,

question and answer, and note-taking methods so that students get bored and bored with social studies lessons (Elis et al., 2017). When students receive learning in class, students do not understand what they receive, understand, and remember the learning (Pebriana et al., 2017).

This condition by the beginning that social studies learning for class V students at SDN Pannyikokkang 1 Makassar City is still traditional, still monotonous, and lacks variety so that students get bored easily and are unable to achieve learning and have not even met the minimum completeness standard. criteria (KKM). Learning management in class V at SDN Pannyikokkang 1 Makassar City focuses more on the teacher, here the teacher is the communicator. Learning activities transfer knowledge from teachers to students. This learning reality makes learning less than ideal. If left unchecked, it will certainly have an impact on achieving educational goals. One learning model that plays an important role in creating a pleasant learning environment is Quantum Teacher learning based on visual media. The Quantum Teaching learning model based on visual media is expected to increase students' interest and learning activities, increase understanding in obtaining information to create a better learning process, to improve learning outcomes.

Quantum Teaching is a form of learning with a lot of interaction. This interaction is an effective learning factor that has an impact on student learning achievement (Khairani & Ismah, 2016). Quantum learning is a learning strategy that can increase students' interest and academic achievement

(Nyoman et al., 2017). Quantum teacher learning is learning that gives full meaning to the learning process, expressions, ideas, and activities and can then change the classroom environment, presentations, and learning outcomes (Cahyaningrum et al., 2019).

Visual media increases effectiveness in achieving educational goals, enables easier and faster learning, facilitates understanding and improves memory, stimulates student interest and strengthens the relationship between material content and the real world (Diarsa et al. al., 2019). Visual media can convey a real picture of a subject because it not only displays text but also images, movements, and animations that attract students' interest, so visual media can increase students' desire to learn (Pujiwisata & Susila, 2020). In contrast to the verbal learning process, students can use visual media in the learning process to eliminate boredom (Budiman, 2016). Visual media can improve understanding, improve memory, engage students, and connect lesson content with the real world (Zulkifli et al., 2018).

Collaboration between learning models and learning materials will be one of the solutions that can be provided in the learning process. Based on the description above, researchers will conduct research aimed at increasing motivation and social studies learning outcomes through the audio-visual assisted quantum teaching learning model for class V I SDN Pannyikokkang 1 Makassar City for the 2022/2023 academic year. The results of this research will have an impact on learning activities and of course will have

an impact on student motivation and learning outcomes.

Based on this, the research objectives of this research are: (1) to determine the influence of the audio-visual assisted Quantum Teaching learning model on learning motivation in class V I of SDN Pannyikokkang 1 Makassar City (2) to determine the influence of the audio visual assisted Quantum Teaching learning model on results studied in class V I of SDN Pannyikokkang 1 Makassar City (3) to find out the effect of implementing the audio-visual assisted Quantum Teaching learning model on motivation and social studies learning outcomes of students in class V I of SDN Pannyikokkang 1 Makassar City.

LITERATURE REVIEW

This section contains a systematic description of information on the results of research that has been carried out by previous researchers that are relevant to the research conducted. This section contains strengths and weaknesses in previous research which can be used as an argument that the research carried out is to improve or develop previous research. This section also contains a theoretical foundation in the form of a summary of theories from the literature that support research, and contains an explanation of the concepts and basic principles needed for problem solving. The theoretical foundation is in the form of qualitative descriptions, mathematical models, or tools that are directly related to the problems under study.

RESEARCH METHODOLOGY

The type of research used is quantitative research with a quasi-experimental type of research. This research was used to look at the motivation and learning outcomes of class V I students at SDN Pannyikokkang 1 Makassar City.

Table 1 Research Design

Group	***Pretest***	**Perlakuan**	***Posttest***
Experiment	O_1	X	O_2
Control	O_3	-	O_4

Formation:

O_1 = initial test (*pretest*) to experimental class before treatment is given
O_2 = final test (*posttest*) to experimental class after treatment has given
O_3 = initial test (*prestest*) to control weld
O_4 = final test (*posttest*) to ontrol weld
X = *treatment* is carried out using a learning model

The population of this research is all class students V I SDN Pannyikokkang 1 Makassar City are classes Va and Vb with a total of 35 class VI students. Meanwhile, the sample used was 36 students, with details of 19 students from Class V I a and 18 students from Class V I b. Data collection techniques are the initial test (pretest), action (treatment), and final test (posttest).

Descriptive statistical analysis aims to describe or describe the level of achievement of motivation and learning outcomes in IP S learning using the audio-visual assisted Quantum Teaching model. Financial statistical analysis is a statistical analysis technique used to analyze the sample data

and the results are implemented for the population. This analysis is intended to test the rsearch hypothesis of the research system. This research research data was analyzed using the Statistical Package for Social Science (SPSS).

RESULTS AND DISCUSSION

This research data was collected from a sample of 19 subjects from the experimental class and 18 subjects from the control class. Data on the results of the pre-test and post-test carried out in the Experiment class can be seen in the table below:

Table 2 Descriptive Statics

ass	Min	Max	Mean	Std. Dev
Pre Test experimen			63.11	5.405
Post Test Experimen			76.68	3.606
Pre Test Control			64.50	4.630
Post Test Control			69.61	6.418

Based on Table 4 descriptive statistics of learning motivation scores The results obtained for pre-test and post-test students in social science learning in the experimental class an average score of 63.11 for Learning Motivation before implementing the audio-visual assisted quantum teaching-learning model, namely with the lowest score of 51 and the highest score of 7.3, after being given treatment using the audio-visual assisted quantum teaching-learning model obtained an average score of 7 6.68 Learning Motivation is with the lowest score of 71 and the highest score of 83. Meanwhile, in the control class, the average score on the pre-

test was 64.50 and the post-test score in the control class was 69.61

The results of the *independent sample t-test hypothesis test analysis* which have been analyzed using SPSS 2 5 can be seen in the following table:

Table 3 *Independent Sample t-test* results Experimental and Control Class *Post Test* Data

Variable	**Analysis**	**Sig. (2-tailed)**	**df**	**T_{count}**
Hypothesis	Independent Samples Test	0,000	35	4,162

Based on the results of the *independent sample t-test* in Table 4.5 above, it is known that the degree of freedom (df) is 35 with a sig value obtained. (2-tailed) namely 0, 000, sig value. 0, 000 < 0.05. Apart from that, it can also be seen from the obtained t_{value} of 4.162 > $_{table\ t\ value}$ 1, 68957. So it can be stated that Ha is accepted and H0 is rejected. Based on the hypothesis criteria from the *independent sample t-test*, it can be concluded that there is a difference in learning motivation between the experimental class and the control class after using the audio-visual-assisted quantum teaching-learning model.

Based on the obtained mean values, it can be concluded that the audio-visual assisted quantum teaching-learning model has a positive influence on learning motivation in social studies learning in class V I of SDN Pannyikokkang

II, Makassar City.

This research data was collected from a sample of 19 subjects from the experimental class and 18 subjects from the control class. Data on the results of the pre-test and post-test carried out in the Experiment class can be seen in the table below:

Table 4 Descriptive Statistics

Class	Min	Max	Mean	Std. Dev
Pre Test experiment	60	75	68.53	4.402
Post Test Experiment	77	89	82.58	3.805
Pre Test Control	60	75	68,67	3,926
Post Test Control	68	83	76.50	4.382

Based on Table 4. 6 descriptive statistics of pre-test and post-test student learning outcomes scores in social studies learning, the results obtained are that in the experimental class, the average value is 68.53 from the learning results before implementing the audio-visual assisted quantum teaching-learning model, namely with a value The lowest score was 60 and the highest score was 7.7, after being treated using the audio-visual assisted quantum teaching-learning model, the average score was 82.58. learning outcomes with the lowest score of 7 and 7 and the highest score of 89. Meanwhile, in the control class, the average score in the pre-test was 68.67 and the post-test score in the control class was 76.50.

The results of the *independent sample t-test hypothesis test analysis* which have been analyzed using SPSS 2 5 can be seen

in the following table:

Table 5 *Independent Sample t-test* results Experimental and Control Class *Post-Test* Data

Variable	**Analysis**	**Sig. (2-tailed)**	**df**	**t_{hitung}**
Hypothesis	Independent Samples Test	0,000	35	4,512

Based on the results of the *independent sample t-test* in Table 4.10 above, it is known that the degree of freedom (df) is 3 with a sig value obtained. (2-tailed) namely 0, 000, sig value. 0, 000 < 0.05. Apart from that, it can also be seen from the obtained t value of $_{4.512}$ > t $_{table}$ value 1, 68957. So it can be stated that Ha is accepted and H0 is rejected. Based on the hypothesis criteria from the *independent sample t-test*, it can be concluded that there are differences in learning outcomes between the experimental class and the control class after using the audio-visual-assisted quantum teaching-learning model.

Based on the obtained mean values, it can be concluded that the audio-visual-assisted quantum teaching-learning model has a positive influence on learning outcomes in social studies learning in class V I of SDN Pannyikokkang II, Makassar City.

Based on the *t-test results*, it shows that the audio-visual assisted quantum teaching-learning model has an effect on learning motivation as indicated by $t$count > ttable, which is

4, 162 > 1.68957 with a significance of 0.000 < 0.05 and seen from the average it shows that the average value of the experimental class is higher than the control class, namely 76, 68 > 69, 61. Apart from that, based on the *t-test results* it also shows that the quantum teaching-learning model assisted by audio-visual has an effect on learning outcomes, which is indicated by $thitung > ttab$le, namely 4, 512> 1.68957 with a significance of 0.000 < 0.05 and seen from the average it shows that the average value of the experimental class is higher than the control class, namely 82, 58 > 7 6.50 .

Meanwhile, using the MANOVA test, it was found that the audio-visual-assisted quantum teaching-learning model had an influence on motivation and social studies learning outcomes. For this reason, researchers used statistical tests in the form of *t-test* and MANOVA tests. This is indicated by a significance value of 0.000 < 0.05. So it can be concluded that there is a significant influence between class variables on motivation and learning outcomes **I** PS in class V I SDN Pannyikokkang II Makassar City.

CONCLUSIONS

Based on the results of the research and data analysis that has been carried out, it can be concluded that The audio-visual aided quantum teaching-learning model affects learning motivation as indicated by $thitung > ttabel$ which is 4, 162 > 1.68957 with a significance of 0.000 < 0.05 and seen from the average it shows that the average value of the experimental class is higher than the control class, namely 76, 68 > 69, 61.

Apart from that, based on the t-test results it also shows that the quantum teaching-learning model assisted by audio-visual effects learning outcomes, which is indicated by $thitung > ttabel$, namely 4, 512> 1.68957 with a significance of 0.000 < 0.05 and seen from the average it shows that the average value of the experimental class is higher than the control class, namely 82, 58 > 7 6.50. Meanwhile, using the MANOVA test, a significance value of 0.000 < 0.05 was obtained. So it can be concluded that there is a significant influence between class variables on motivation and learning outcomes IPS in class VI SDN Pannyikokkang II Makassar City.

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